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ABSTRACT

This document describes a doctoral program in educational administration, offered by Nova University in Fort Lauderdale (Florida), in which the administrator-student remains at his/her job. The description first covers the history of master's and doctor's degrees in U.S. educational administration and explains why Nova's program is oriented toward administrative practice rather than research. Program goals and objectives are discussed next, involving the four goal categories of leadership, knowledge of education, problem-solving, and enlargement of educational perspectives. The author then covers the program's four components, including practicums, eight areas of study, "Summer Institutes," and cluster activities among participating administrators. Four types of evaluation of the Nova program are reviewed, including administrator perceptions that the program meets their needs, letters from practitioners observing the practicums, examination by state-selected consultants, and surveys of graduates. Attached to the document are a statement of program mission, goals, and objectives; a "Gatekeepers' Gazette" (Vol. 7, No. 2) describing the program's method of administrator self-appraisal; a list of practicum final reports; Summer Institute reports for 1980 and 1981; the Nova University Center for School Leadership Development, National Ed. D. Program for Educational Leaders 1982-83 Bulletin describing the program; and a copy of the questionnaire for the program graduate survey. (RW)

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THE NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

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A presentation prepared for the "Outstanding School Administrator
Preparation Program Award Finalist" at the American Association of
School Administrators' Convention, New Orleans, February 27, 1982.

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The National Ed.D. Program for Educational Leaders is now ten years old. While this is a brief period in, say, the evolution of the Everglades, it has seemed a very long time for those of us laboring to create a national alternative doctoral program for school administrators. Coincidentally, ten years is also a significant period of time in the short lifespan of the history of graduate preparation programs for school administrators. Given that this presentation is designed for a symposium of persons interested in "outstanding" administrator preparation programs, it is perhaps well to review some of the historical antecedents of our collective efforts to provide appropriate, advance education for school administrators. This review will acknowledge the major pedagogical issues, as well as the political and economic forces that have shaped our preparation programs.

Most of us take for granted an academic procession of professional training beginning with a master's degree and concluding with an earned doctoral degree. In fact, of course, the now traditional pattern of doctoral education for administrators, as well as the profession of education administration itself, have come but lately on the scene of higher education.

The now familiar earned master's degree, for example, was something quite different at Harvard in 1743. In that year one received a master's degree one year after the bachelor's degree upon satisfactory completion of seventeen scholastic issues. Those who have earned master's degrees in the twentieth century might not have fared well in confronting the issues

posed in the eighteenth century. For example, one was required to affirm or deny, "Whether the will of God be the only and adequate rule of moral actions," or "Whether a confession of faith may be declared in words merely human." Although the majority of these issues were theological, scientific knowledge was not excluded: affirm or deny, "Whether the dissolution of solids in corrosive liquids be performed by attraction." While many might prefer to deal with the will of God or the dissolution of solids to the methods courses that now define master's degrees in education, one must conclude that conventional wisdom regarding the appropriate knowledge base for degrees awarded has been subject to rather dramatic change. By 1825 Harvard dropped the seventeen issues, and the master's degree was awarded simply on payment of an additional fee.¹

The first Ph.D. degree awarded in the United States was conferred by Yale in 1861. While we tend to revere this degree today, its early years were less than auspicious. Between 1872 and 1900, only fifty of the 221 Ph.D.'s awarded were earned "in course"; about 80 percent were awarded for "honoris causa." ²

Today there are approximately 100 universities in the United States that confer the Ed.D., Ph.D., or both, in the field of school administration. Most school administrators with doctorates have earned doctorates, but the programs of studies and academic experiences which their doctorates represent depend very much on the year or era in which they were earned.

Arthur Powell has recently published a fascinating account of the history of the Harvard School of Education.³ His report is especially

important to us because of the important role of Harvard in providing leadership to educators and education in the United States, and because of the influence of "Harvard types" in the creation of the National Ed.D. Program for Educational Leaders. The first Director of the Program, the President of the University, and most of the first National Lecturers and Coordinators had studied or taught at Harvard at some point in their careers.

Powell's discussion of the graduate education of administrators revolves around the introduction and occasional revision of the content of the Doctor of Education degree. He reports that the Ed.D. degree was introduced at Harvard in 1920 in large part because the new School of Education, established in the same year, wished to create an identity separate from the Faculty of Arts and Sciences.⁴ The Ed.D. degree originated at Harvard was to be a research degree, but with "professional" rather than "scholarly" purposes. According to Powell, this terminology was contrived to give the appearance of a distinction between the Ph.D. and Ed.D. when in fact there was none.⁵ One might add that the confusion between the Ph.D. and Ed.D. prevalent at Harvard in the 1920s has continued to bedevil the field of school administration.

Outside Harvard, however, the Ed.D. did in fact come to be perceived as a practitioner's degree. Writing in 1934, John Walton found significant differences in requirements and objectives between the Ph.D. and the Ed.D. His conclusion suggested that the issue of the difference between the two degrees had been clearly resolved:

The creation of new types of doctor's degrees similar in general character to the Ph.D. degree has become increasingly popular. These new degrees are largely controlled by professional considerations and in a number of instances require of the candidate a period of practical professional or field experience. The emphasis is placed on the application of knowledge rather than the discovery of new knowledge or truth. These degrees are now fully recognized by a large group of leading universities and are on the whole considered to be the equivalent of the Ph.D. degree.⁶

Probably Walton's conclusion was premature. A clear distinction between the Ed.D. and Ph.D. degrees for school administrators at Harvard did not come about until 1952 when the Administrative Careers Program was introduced. This was the first doctoral program at the Harvard School of Education unambiguously claiming to train practitioners rather than researchers, and the first not to require a dissertation.⁷

The National Ed.D. Program for Educational Leaders carries on that philosophy of leadership training represented in the decision to make the Ed.D. degree a practitioner degree. It would be reassuring if it could be demonstrated that Harvard's 1952 decision represented a clear choice regarding the most appropriate preparation program for school administrators, finally resolving the long-running controversy regarding the doctorate as a research-to-produce-new-knowledge degree and as an application-of-best-knowledge-to-practice degree.

To some extent this was the case. In terms of personalities, the Alfred Simpson view of graduate preparation programs as good practice won out over the Phillip Rulon view of doctoral work as that which culminates in good research. However, the decision also reflected some very

mundane concerns. Powell reports that two additional ingredients in the movement for reincarnation of the Ed.D. degree were the internal push for tuition income and the external push from the W. K. Kellogg Foundation. The Kellogg Foundation believed that Harvard was over-emphasizing research at the expense of training administrators, and future funding from the foundation was in jeopardy unless the University could demonstrate unequivocally that practitioners were as important to Harvard as researchers.⁸

From this brief introduction to the course of graduate education and professional training of administrators we might draw three conclusions that are instructive in viewing the National Ed.D. Program for Educational Leaders.

First, the expectations regarding content of degrees have not been fixed: today's master's degree is not the master's degree of 1743, or of 1843, or of 1943. The Doctorate of Education had one meaning at Harvard in the 1920s, another meaning at Columbia; it represented two distinctly different programs at Harvard within a thirty-year period. Further discussion of the history of academic degrees and professional training in law, theology, business, and medicine would reveal similar history of variation and change.⁹ While our institutions are often characterized, architecturally, by stone embattlements designed to protect and preserve the truth that lies within, the truth represented by doctoral programs of study in education has been remarkably volatile.

There have been two major pedagogical positions regarding preparation of school administrators in the past twenty years. Parochialism

requires me to refer to them as the "Chicago School" and the "Harvard School," although I know Stanford and Columbia each have a place here, as do other institutions. Chicago has provided the research end of the preparation continuum, Harvard the practitioner end. Chicago offers only a Ph.D. degree and emphasizes the research dissertation; many of its graduates are professors. Harvard offers primarily the Ed.D. degree and requires field-based academic activities other than the dissertation; most of its graduates are administrators.

Clearly, the ideological forebearer of this Program is that stream of thought that led Harvard to affirm the Ed.D. as a practitioner degree.

Second, we can conclude that the ten-year period encompassed by the National Ed.D. Program for Educational Leaders to date is a relatively important segment in the evolution of programs of graduate education for school administration. In time-span, for example, it represents one-sixth of the entire history of the Doctorate of Education degree.

The third conclusion is that programs have reflected their times, and none has been developed apart from due consideration of political and economic forces. Edgar Furniss reminds us that in the 1920s Yale required that 52 copies of each dissertation be provided by the student. This was at a time when the developing industrial base of the country was believed to require rapid dissemination of the new knowledge suspected of being contained in dissertations.¹⁰ Harvard's approach-avoidance behavior regarding the desirability of training teachers and administrators, as reported by Powell, has resulted from necessarily temporary solutions to persistent economic needs and irresistible ideological issues.¹¹

A compelling exposition of how programs intended to prepare school administrators have changed over time, with the times, is provided by Robin Farquhar.¹² By supplementing a data base generated for the University Council for Educational Administration, Farquhar identified a typical school administrator program provided by an actual university, and analyzed its program at three periods of time: 1954, 1964, and 1974. He notes that during these three periods the focus of the program at this university moved from practice, to theory, and back to practice. His discussion demonstrates that the ideological and economic forces that shaped the Harvard Ed.D. program were characteristic of the entire field during these years. Modifications of program content, student selection policy, instructional delivery system, utilization of faculty, and evaluation systems believed to be appropriate to doctoral programs, were substantially modified in each period.

Farquhar contends that the late sixties and early seventies represent the age of "diversity and adversity" in doctoral programs for school administrators. No longer, he states, was the field comfortable with the social sciences and the research dissertation as the sine qua non of doctoral programs. Instead, Farquhar saw the seventies and eighties as characterized by three major phenomena. These phenomena of doctoral programs in the age of diversity and adversity coincide in chronology and philosophic intent with the inception of the National Ed.D. Program for Educational Leaders.

One legacy from the 1960s was the phenomenon of growth--both in the level of sophistication of preparatory programs and in the variety of content and activities comprising them. A second was the phenomenon of relevance--concern with the application and utilization, rather than merely the production and dissemination, of knowledge, concern with assessment and accountability, and concern with performance and competence. The third basic phenomenon was that of democratization, reflected in efforts to open up access to preparation programs, to involve students in departmental decision making, and to increase flexibility and individualization in program determination.¹³

Farquhar states that the three phenomena of growth, relevance, and democratization are clearly evident in the program of "University X" in 1974, and that they also provide the context for considering phenomena such as England's Open University and Nova University's program for school administrators.¹⁴ His analysis and characterization of the field as being in an age of diversity provides a fitting introduction to our description of the National Ed.D. Program for Educational Leaders.

Program Goals and Objectives

Nova University's National Ed.D. Program for Educational Leaders aims at a single overriding goal: to improve the nation's schools by improving the skills and effectiveness of the men and women responsible for their management and administration. The program addresses this goal by offering a comprehensive, integrated program of doctoral study through a unique delivery system that requires the candidate to remain on the job, thereby combining study and problem-solving within the laboratory of the school.

The National Ed.D. Program for Educational Leaders is a response to the highly critical need to improve the Nation's elementary and secondary schools. The rationale for the program can be found in a two-year study of the principalship conducted by Donald P. Mitchell, in which he concluded that the most promising vehicle for improving schools was the improvement of leadership skills of school administrators.¹⁵

Mitchell argued that school leadership requires a broad knowledge of social, political, and economic forces at work in the society and that narrow concentration on mechanical or logistical problems perpetrates parochialism and failure of leadership. He noted that while roughly 90 percent of America's educational administrators had earned a master's degree, only about five percent had a doctorate. More persons than could possibly find administrative positions in the nation's school systems were receiving preservice training in school administration each year, while the 195,000 administrators in the schools had few opportunities for advanced preparation appropriate to the demands of their profession.

These conditions led Nova University to develop and offer a comprehensive field-based doctoral program of study, assessment, and action for practicing elementary and secondary school administrators. The National Ed.D. Program for Educational Leaders began in 1972 and has operated in twenty states and the District of Columbia.

The mission of the National Ed.D. Program for Educational Leaders is to improve the schools by improving the leadership skills and behaviors of

school administrators. The admission criteria and the doctoral curriculum are derived from this mission. Because the program is intended to improve schools by modifying attributes of school administrators, only men and women who have already earned administrative positions are admitted. The curriculum appropriate to the program's mission is expressed in terms of four goal categories, each of which contains more specific and assessable objectives. These four goal categories are: (1) leadership, (2) knowledge, (3) problem solving, (4) perspective.

In the context of the program mission, leadership requires acting on the education system or setting for which one is responsible. Such actions must be derived from a sound knowledge base and carried out with genuine problem-solving skills. Additionally, however, leadership requires specific knowledge of the attributes of leadership, appraisal of one's own leader behavior, and ability to assess the leadership skills of others.

Doctoral education demands mastery of an appropriate knowledge base. The substantive knowledge valued in the Program is reflected in the titles of the eight areas of study: Appraising Leadership in Education, Curriculum Development, Education Policy Systems, Evaluation, Finance, Management and Supervision, Research for Improving the Schools, and Resource Management: Utilizing Resources for Improving Education. In addition, knowledge requires understanding of the salient characteristics of the knowledge-producing disciplines within education and the social sciences.

The mission of improving the schools also requires a problem-solving orientation on the part of school administrators. Problem-solving, unfortu-

nately, is not merely a matter of motivation. Specific skills are required, including those customarily related to knowledge utilization, evaluation, and management of resources. Most important, however, is a disposition to intentional actions through a systematic approach to problem-solution tasks.

A fourth goal category of the Program emphasizes the need for administrators to achieve a broad, rather than a narrow perspective of education. One formulation of this goal is that administrators be "cosmopolitan" rather than "provincial" in their outlook and concomitant behavior. A shorthand expression of this goal is that participants should assume a national perspective on educational problems and solutions, including development of a national network of resources available to them and a responsible posture toward professional association.

A more specific statement of objectives related to each goal category is provided in the supporting materials accompanying this document.

Essential characteristics of preparation programs for school administrators appear unchanged since the Mitchell study. As recently as 1978, Paula Silver provided the following critique of conventional preparation programs:

While the enrollments in preservice programs (designed to prepare building and district administrators) are increasing the number of such positions is rapidly decreasing. . . The general parochialism or provincialism of graduate programs in educational administration is another area of concern. . . The traditionalism in instruction is particularly problematic in a field that purports to emphasize educational leadership. . . The students are predominantly local, part-time, white male. . . students, live and work within a 25-mile radius of the university. . . many (30%) of them received their undergraduate degrees at the same institution. . . Where 94% of the departments require one year of residency. . . many residencies are nominal only. . . many simply refer to course work completed on the main campus. . .

Thus, in 1982 as in 1972, an alternative doctoral program for the preparation of school administrators is essential if we are to fully meet the needs of school administrators, and if we are to accomplish improvements in the schools through their leadership.

Academic Processes Designed to Improve the Schools

Perhaps the single most distinguishing characteristic of the National E.D. Program for Educational Leaders, the essential feature in accomplishing those goals related to the improvement of schools for children, is the most obvious: the clientele it serves. That clientele comprises only those individuals already in administrative positions. Because participants (the Program's students), without exception, are those men and women who have already earned positions of leadership in the education system, it is reasonable for the Program to require that they directly attack problems impinging on the learning opportunities of children.

By restricting the Program to service of a relatively narrow band of the total education community, it has been possible to develop a fully targeted preparation program. Further, it has been possible to design and validate instructional components in terms of their appropriateness and effectiveness with this targeted constituency.¹⁷ For example, because we deal exclusively with school administrators, it has been possible to address leadership through an assessment center process, and to make extensive modifications in this particular process over time, based on evaluation of its demonstrated effectiveness for the target group.¹⁸ (A Gatekeepers' Gazette describing the use of the

assessment center in this Program is provided in the supporting materials accompanying this document.)

The National Ed.D. Program for Educational Leaders developed its admission criteria, and especially its requirement that participants continue to be employed as administrators as they engage the Program requirements, because the traditional model of removing the administrator from a laboratory--his or her school--appeared to reduce opportunities for meaningful graduate education experiences, especially experiences related to integration of theory with real requirements for actual schools. Since the establishment of these admission criteria, other scholars have provided additional support for the concept of education within a natural environment, by citing the dysfunctions associated with administrator training away from the school setting. Professor Edwin Bridges, of Stanford University, for example, paints a rather dismal picture of the consequences associated with traditional requirements, and points toward processes such as those used in the Nova program as being essential to eliminate the dysfunctional aspects of traditional requirements.¹⁹

Educational processes related to participant learning that result in improved learning opportunities for children can be most readily perceived through consideration of the major components of the Program: practicums, areas of study, Summer Institutes, and cluster activities.

Practicums. The Program component that impacts most directly, immediately, and inescapably on the learning of children is the practicum process. Within

the National Ed.D. Program for Educational Leaders a practicum is defined as "an action taken to improve an educational system." A practicum is an experience in problem-solving in a real school-system setting.

A practicum challenges participants to use their intellectual resources to enlarge leadership skills and administrative competency and, at the same time, to elevate the standards of elementary-secondary education. Each practicum requires the participant to identify a problem that requires solution, undertake a needs analysis to demonstrate the reality and magnitude of the problem, set goals and objectives, devise a research-based strategy for resolution of the problem, implement that strategy, and evaluate the results to verify the solution of the identified problem.

Graduation requirements include successful completion of three practicums. The practicum advisement and review process is extensive, and usual standards for preparation of scholarly reports are adhered to throughout. Consequently, most persons examining practicum reports assume them to be dissertations. However, there is a fundamental distinction between practicums and dissertations that is directly related to the objective of improving learning opportunities for children. Practicums must include implementation of an action to improve the schools and an evaluation of the action taken; where appropriate, the evaluation conducted is in terms of the children affected (e.g., improved academic achievement on standardized tests, reduction in rates of withdrawal from school). Titles of practicums completed since 1978 are provided in supporting materials accompanying this document.

Study Areas. The need for school administrators to have a broad understanding of the complex problems faced by schools and society has been a critical consideration in the selection of the specific substantive study areas encompassed by the Nova Ed.D. Program. The eight required study areas have been chosen to provide the depth of information and range of conceptual resources that will equip school administrators to improve their school systems and their individual schools. Content and focus of the study areas are specific to the administrators' roles as leaders and managers, and draw heavily on the behavioral sciences, especially political science and economics. Comprehensive descriptions of each of the eight areas of study are provided in the Bulletin provided in the material supporting this document.

The National Lecturers responsible for the areas of study are outstanding scholars. Most have been with the program since 1972. Biographical information about the lecturers is provided in the Bulletin.

The primary objectives of the areas of study are to provide theoretical underpinning, conceptual skills, and technical skills essential to leadership in education. However, the process of approaching these objectives in the context of the on-going responsibility for administration of school systems permits some direct improvements for children. For example, the Evaluation study area requires that an evaluation of an on-going program be designed and conducted as part of the guided experience of the study area. The Resources for Improving the Schools study area requires development of directories of resources available to the local school to address social and educational problems of

children; it also provides for a view of administration that encourages the orchestration of non-traditional resources to address needs of children. The Research for Improving the Schools study area addresses questions and develops essential skills related to the administrator's important role in fostering, evaluating, and utilizing education research, as well as the administrator's responsibility for safeguarding the rights and health of students serving as research subjects.

Summer Institute. An additional element in the instructional program, "Education U.S.A." (the Summer Institute), provides a national forum for the Program and a national perspective for participants--one of the Program's major objectives.

"Education U.S.A." is held for eight full days each summer. Daily meetings, discussions, and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are brought in, not just to lecture formally, but also to be available for individual discussions with participants. Participants meet and share ideas with individuals who are shaping education and society. Interaction of participants and achievement of a national perspective are realized through the mechanism of "national clusters" (i.e., working teams with representation from each region and school system represented in the program) that foster collegial relationships among participants across the boundaries of their local clusters and states.

It will be apparent from materials presented as attachments to this report that the needs of children are central to the Summer Institute program.

1 For example, the 1980 Institute focused on learning technology -- especially as related to micro-computers in the office and classroom -- and on competency-based education, legal rights of children, and abuses and safeguards in testing. Among the topics considered this past year were "decision seminars," the use of research in developing problem-solving strategies, and topical issues related to bilingual education, understanding the brain, and school finance reform. (A brief description of program activities during the 1980 and 1981 Summer Institutes is presented in the documents supporting this presentation.)

The Cluster. One of the distinctive operational aspects of the Program is the creation of a cluster of school administrators to serve as a powerful educational vehicle for exploring substantive study areas, conceptualizing and implementing practicums, and developing educational activities related to the community. Because participants are mature administrators, they can and do enrich the educational experiences of one another. The cluster design encourages participants, representing a variety of administrative roles and educational systems, to support one another educationally, professionally, and socially. Principal components of the cluster operation are: (1) provision of a coordinator responsible for maintaining the esprit and intellectual ferment of the cluster and for broadening the educational experiences of individuals (coordinators have earned doctorates and are adjunct faculty of the program); (2) possession of a sizeable budget under control of the cluster to enable participants to utilize local resource people and agencies and to obtain services necessary for working groups (e.g., copying and secretarial services); and (3) exclusion of new participants from a cluster once formed -- the initial cohort works together for the entire period of the program.²⁰

Evaluation

There are four general means of assessing the extent to which the program is meeting its goals. The first is the market place: administrators perceive the program to meet administrators' needs. Since fewer than 60 percent of those admitted succeed in earning their doctorate, and since the program is offered only in a cluster format (at least 25 qualified administrators in a given area must desire to enroll or the program will not be offered), it is difficult both to enter and to exit successfully. School administrators are remarkably well-informed about the program, and it is reasonable to assume, therefore, that those administrators who seek it out do so because they believe it meets their needs to an unusual degree.

A second form of evaluation is represented by the more than 10,000 letters from practitioners who have observed the implementation of more than 3,000 practicums. Local practicum observers are required to comment on the contribution of each practicum to the improvement of the schools. These letters speak to the actual school improvements achieved by the practicum. Similarly, school administrators, unassociated with the Program, have been asked to evaluate a sample of practicums on the basis of impact in the field, and have unequivocally concurred that the impact is positive and substantial. A table presenting evaluations of administrators about the impact of selected practicums is included in the supporting materials.

Third, graduates have been examined frequently by state-selected consultants as a means of evaluating the Program. In each instance the consultants recommended the Program be approved. In large part, their favorable

recommendations have been based on the apparent success of the program in meeting its objectives, as demonstrated by the expertise of its graduates.

Fourth, the Program has undertaken several systematic studies of graduates. Most notable among studies concluded to date are the "Ford Foundation Study," an early study of graduates,²² and the recent significant study reported in the Gatekeeper's Gazette, "Program Evaluation: The Graduate Questionnaire." This publication, available in the materials supporting the presentation, provides the basis for the discussion to follow.

Evidence that our graduates have developed leadership skills that are applied to the solution of real problems in real-life situations in schools is available from their testimony. Our graduates perceive themselves to be profoundly different as a result of having experienced this Program. Specific behavioral changes reported (e.g., establishing higher expectations for staff performance; seeking resources for education more aggressively; being more pro-active; and using a more global approach to problem solving) are presented in the Gatekeeper's Gazette devoted to program evaluation.

The evidence of the evaluation by graduates also points to an increase in performance of leadership functions. For example, one-third hold leadership positions in national, regional, or state professional associations. Almost one-half have presented papers or chaired sessions at national, regional, or state professional conferences. Over one-half of the graduates serve as consultants to educators, legislators, and organizations outside their own school systems. And, perhaps most important, almost ninety percent have participated in the initiation of change in policies and/or practices designed to improve local schools or school systems since graduation.

Questions remain, however, regarding the extent that the school improvement behavior of graduates has been enhanced by the Nova Program. To address these questions, graduates were asked:

"Are you aware of any changes in your behavior as a school administrator that you can ascribe to your Nova experiences?"

Of the graduates who answered the question, 89 percent circled "Yes." Nova graduates, then, perceive a positive relationship between the National Ed.D. Program for Educational Leaders and their improved behavior as school administrators.

Evaluation of the Program through the perspectives of graduates is continuing; another formal evaluation is now in process. This current evaluation effort is designed to look more specifically at administrative behaviors related to the thirteen stated objectives, an improvement, we believe, over the evaluation effort carried out in 1978-1979. (A copy of the evaluation instrument is provided among the documents supporting the presentation.) This new evaluation will be supplemented by interviews conducted with on-site observers. In this way we hope to enrich our assessment of the graduates' administrative behavior with regard to these objectives, to secure a better understanding of the impact of the Program, and provide enhanced service of areas in which modification is required.

There is one additional form of program evaluation which may be mentioned in conclusion. This is the favorable evaluation implied as other, accredited, graduate institutions borrow and adopt concepts and procedures central to the Nova Program. One might term this form of evaluation as "validation by imitation." Farquhar depicts the current era in school administrator programs in

terms of "diversity and adversity." In light of recent experience of the Nova Program one may suggest a clarification of his characterization. Institutions originally hostile to the Nova Program have begun to provide doctoral programs which are remarkably similar to it. The field seems to be moving "from adversity toward diversity."

Schools and school children will surely benefit from the continuing critical examination of an increasingly diverse range of doctoral programs for school administrators. Those of us associated with the National Ed.D. Program for Educational Leaders look forward to the unfolding of the era of diversity and anticipate that we will continue to play a significant role in the preparation of leaders for the nation's schools in this new era.

NOTES

¹ John G. Walton, Graduate Study in Universities and Colleges in the United States, Bulletin No. 20, (Washington: U.S. Department of Interior, 1934), pp. 3-4.

² Ibid, p. 20.

³ Arthur G. Powell, The Uncertain Profession: Harvard and the Search for Educational Authority (Cambridge: Harvard University Press, 1980).

⁴ Ibid, p. 137.

⁵ Ibid, p. 154.

⁶ John G. Walton, Graduate Study in Universities and Colleges in the United States, p. 214.

⁷ Arthur G. Powell, The Uncertain Profession: Harvard and the Search for Educational Authority, p. 255.

⁸ Ibid, p. 255.

⁹ Burton Bledstein, The Culture of Professionalism, (New York: Norton Press, 1977).

¹⁰ Edgar S. Furniss, The Graduate School of Yale (New Haven: Yale University Press, 1965), p. 15.

¹¹ Arthur G. Powell, The Uncertain Profession: Harvard and the Search for Educational Authority.

¹² Robin H. Farquhar, "Preparatory Programs in Educational Administration," Laverne L. Cunningham, Walter G. Hack, and Raphael O. Nystrand (eds.) Educational Administration: The Developing Decades (Berkeley: McCutcheon Publishing Company, 1977), pp. 329-357.

¹³ Ibid, p. 340.

¹⁴ Ibid, p. 341-342.

¹⁵ Donald P. Mitchell, Leadership in Public Education Study: A Look At The Overlooked (Washington, D.C.: Academy for Educational Development, 1972).

¹⁶ Paula Silver and Dennis Spuck, Preparatory Program for Educational Administrators in the United States, (Columbus, Ohio: University Council for Educational Administration, 1978), pp. 202-214.

¹⁷ John A. Scigliano and Gerald E. Sroufe, "Context and Structure in Field-Based Programs. What Makes Nova's Programs Work?" Peabody Journal of Education, Vol. 56, No. 3, (April 1979), pp. 222-231.

18. "Educational Leadership Appraisal (ELA): A Progress Report," The Gatekeepers' Gazette, Vol. 7, No. 2, (1977-1978).

19. Bridges observes that the aspiring leader receives training that is of questionable value in fulfilling the technical and social demands of his or her role. He discusses rhythm of work, communication, and emotions and feelings, as areas in which preparation programs in a traditional university setting are dysfunctional. Please see his chapter in LuVerne Cunningham, et. al., Educational Administration: The Developing Decades, (Berkeley: McCutcheon Publishing Corporation, 1977), pp. 202-230.

20. The cluster coordinator role-description is available on request from Nova University.

21. The most recent review (1981) conducted by the Florida State Department of Education is available for Nova University on request.

22. In 1974 the Ford Foundation supported a \$100,000 formative evaluation of the three field-based programs then provided by Nova University. Copies of the report are available and may be requested from the President's Office.

Mission, Goals, and Objectives National Ed.D. Program for Educational Leaders

The mission of the National Ed.D. Program for Educational Leaders is to improve the schools by improving the leadership skills and behaviors of school administrators. The admission criteria and the doctoral curriculum are derived from this mission. As the program is to improve schools by modifying attributes of school administrators, only men and women who have already earned administrative positions are admitted. The curriculum appropriate to the program's mission is expressed in terms of four goal categories, each of which contains more specific and assessable objectives. The four goal categories are: (1) leadership, (2) knowledge, (3) problem solving, (4) perspective.

In the context of the program mission, leadership requires acting on the education system or setting for which one is responsible. Such actions must be derived from a sound knowledge base and with genuine problem solving skills. Additionally, however, leadership requires specific knowledge of contemporary and historical analysis of leadership, appraisal of one's own leader behavior, and ability to assess the leadership skills of others.

Doctoral education demands mastery of an appropriate knowledge base. The substantive knowledge valued in the program is reflected in the titles of the eight areas of study: Appraising Leadership in Education, Curriculum Development, Education Policy Systems, Evaluation, Finance, Management and Supervision, Research for Improving the Schools, and Resource Management: Utilizing Resources for Improving Education. In addition, knowledge requires understanding of the solvent characteristics of the knowledge-producing disciplines within education and the social sciences.

The mission of improving the schools also requires a problem solving orientation on the part of school administrators. Problem solving, unfortunately, is not merely a matter of motivation. Specific skills are required, including those customarily related to knowledge utilization, evaluation, and management of resources. Most important, however, is a disposition to intentional actions through a systematic approach to problem solving.

A fourth goal category of the program emphasizes the need for administrators to achieve a broad perspective of education rather than a narrow perspective. One formulation of this goal is that administrators be "cosmopolitan" rather than "provincial" in their outlook and concomitant behavior. A shorthand expression of this goal is that participants should assume a national perspective on educational problems and solutions, including development of a national network of resources available to them and a responsible posture toward professional associations.

The program sets the following among the specified objectives sought in improving the leadership qualities of school administrators:

<u>OBJECTIVE</u>	<u>GOAL CATEGORY</u>
1) To provide a broad understanding of the school as a social, political, cultural, and economic system (as well as an education system) and to develop an awareness by the education leaders of the importance of influences and considerations other than those within the narrow field of education.	Knowledge

- 2) To provide conceptual frameworks and practical experiences necessary for the development of improved administrative skills.

Knowledge

- 3) To provide a rich fund of substantive information, including theoretical formulations derived from the behavioral sciences, about the major leadership responsibilities of the administrator (e.g., supervision, policy, finance).

Knowledge

- 4) To facilitate development of a cosmopolitan, as opposed to a provincial, perspective about education.

Perspective

- 5) To stimulate development of those administrative skills necessary for conceiving and implementing actions to improve the schools.

Problem Solving

- 6) To familiarize participants with the rich variety of sophisticated models of inquiry about education, organization, and management.

Problem Solving

- 7) To enhance development of positive, productive collegial relationships with other professional educators in the cluster, state, and nation, including professional associations.

Perspective

- 8) To develop the concept of a national bank of resources available for the resolution of education problems (including their identification) and to provide attitudes and skills necessary to take advantage of these resources. Problem Solving
- 9) To foster a sense of history about the formal education enterprise, the history of management, and the place of the individual participant within this history. Perspective
- 10) To foster development of those research skills which are necessary to support efforts to improve education. Problem-Solving
- 11) To foster the self-expectation for providing responsible education leadership. Problem-Solving
- 12) To provide opportunities for participants to conceive, implement and evaluate actions designed to improve their schools within a supportive context, through systematic procedures. Leadership
- 13) To provide knowledge and skills sufficient for continuous self-appraisal of leadership behavior and assessment of subordinates. Leadership

The basic components of the program curriculum are listed below on the left hand side. The numbers to the right indicate which objectives are central to each program component.

Eight substantive study areas.....1,2,3,4,6,8,9,10,11,12,13
Practicums.....1,2,4,5,6,7,8,10,11,12,13
Summer Institute.....1,4,6,7,8
Cluster Activities.....7,8,11

Educational Leadership Appraisal (ELA): A Progress Report

Participants in the National Ed.D. Program for Educational Leaders at Nova University are now learning how to assess their own leadership skills — identifying strengths and weaknesses in their performance as school administrators. Each participant performs this self-appraisal as part of the requirements of the study module "Appraising Leadership in Education." The unique instructional content and processes of this study module are prescribed by the module's principal component: a system called Educational Leadership Appraisal — more commonly, ELA.

If you are a participant in the Nova Program, the likelihood is that you know about ELA. You may know ELA as a system to observe and measure administrative performance of program participants, and to provide participants with an extensive appraisal report characterizing their strengths and weaknesses in various areas of competence. You may know ELA as a process for self-appraisal, which participants apply to their job performance. Or you may know ELA as an instructional program to provide training in various dimensions of educational leadership. All of these views of ELA have been correct, in that, during the nearly five years that ELA has been part of the Nova program, it has been one or another of these things. Those of you familiar with the current ELA know it as a combination of these things: appraisal, self-appraisal, and instruction in a wide set of the competency areas that characterize educational leadership.

The purpose of this report is to trace the development of ELA within the Nova Program from its beginning to its present form as a comprehensive system for assessment and training of educational leaders.

Nova and Leadership

Technically the development of ELA began in December 1973 when Nova University and the Educational Research Corporation* formally contracted to become partners in its creation. Actually the story of ELA began nine months earlier, in the spring of 1973, when the Nova Program had just completed its first year of operation. The program staff looked back over the year to study how well the new program was working, and to set priorities for improvements and further development. On the strength of this study—which included a formal process evaluation of the program; a special program evaluation conference attended by all cluster coordinators, lecturers, and central staff; and a more general two-day stocktaking session — the development of a way to systematically observe and measure leadership performance of participants was set as a priority.

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Since the program was designed to be performance-based, there already existed in the study areas and in the practicum format a strong orientation to leadership behavior. What was found to be missing from the program was a careful procedure for describing educational leadership; that is, a way to observe, measure, critique, and discuss educational leadership in terms of specific behavior, relevant skills, and underlying dimensions. Recognizing this program need, the goal was set to develop a facility that would provide participants with measurements of their own performance, so that they could better relate their strengths and weaknesses to their Nova experience, and, in turn, to their jobs as school administrators. This facility would not be used to evaluate the participants (in the usual meaning of the term); instead, participants would be given careful, systematically created depictions of their individual leadership performance which they would then relate to questions of administrative competence broadly, and, in particular, to the question of their own personal growth as leaders.

Preliminary Stages

The goal to create within the Nova Program a facility to measure leadership behavior has been reached by the development of the ELA system. But back in the spring of 1973 it was not so clear that such a system could be created readily. No such procedure to describe leadership performance existed in the field of educational administration. Still, psychologists working in the field of business administration had made some practical advances in this direction, and it appeared that this work was relevant to the Program's need. To pursue this belief, the Program Director asked Gerald Sroufe, then Director of Instruction for the Nova Program, and Allan Ellis,

President of Educational Research Corporation (ERC), to do a preliminary investigation of the literature.

Richard Meyer, then a member of the senior research staff at ERC, provided the first clue. In his work at the Harvard Business School, Meyer had become familiar with *assessment centers*—a procedure used widely in industry to identify administrative talent for promotion and staff development. When Ellis and Sroufe had completed their investigation of the development, application, and validation of assessment centers, they concluded that Meyer was correct in viewing the assessment center model as a potentially potent solution to the problem.

They learned that the basic idea on which assessment centers are based had been developed during World War II by a group of psychologists working on the problem of identifying candidates for the O.S.S.—the American military intelligence operation. The O.S.S. needed a procedure to test candidates in their abilities to apply a wide range of skills in an integrated way within life-like settings. This led to the development of a wide set of simulations in which the O.S.S. trainee's behavior was systematically observed and evaluated as he dealt with situations, problems, and conditions that he was likely to face during intelligence / commando operations.

Ten years later, in the early 1950's, a psychologist named Douglas Bray pioneered the application of this approach to the selection of executives at A.T.&T. He established "assessment centers" where candidates for promotion perform a variety of simulations and situational exercises, while being closely observed by a team of trained "assessors." These observations entail categorizing behaviors under

twenty to thirty *dimensions* of administrative performance — among them, communication, risk taking, delegation, impact, creativity, flexibility. — and then forming team-consensus judgments on each candidate's performance, dimension by dimension. The result is a two or three page analysis and evaluation of the candidate's executive performance and potential.

By 1973 assessment centers were in considerable use throughout business and industry in such companies as Chase Manhattan Bank, Dow Chemical, Ford, Gulf Oil, Monsanto, J.C. Penney, Qantas, Sears Roebuck, and Western Electric. The Bell System's assessment centers, alone, were processing 10,000 executive candidates each year! While the assessment center model remained essentially unchanged, the twenty years or so that Bray and others had worked on the process produced refinements in procedure and an extensive repertory of exercises, simulations, management games, and the like. Thus when Ellis and Sroufe began their investigation into the applicability of this technique to education, assessment centers had become an established approach to the identification of leaders in business.

When Ellis and Sroufe had completed their study, it was clear to them that the general methodology of assessment centers held considerable promise as an approach to the measurement of educational leadership. It was equally clear that the usual application of assessment centers was not appropriate for use in the Nova Program. In industry the company is the client and the candidate rarely sees his written appraisal. At Nova the participant was to be the client, and the appraisal report, which was to be addressed to the participant, would need to be diagnostic and not judgmental.

Moreover, the "dimensions of managerial success" — on which assessment center exercises, observations, and judgments are based — are not necessarily applicable to educational leadership; and, to the educator, the existing exercises and the general settings would lack face validity.

William Byham, President of Development Dimensions, Incorporated — a major consultant in the installation of assessment centers for businesses and industries throughout the world — met with staff from Nova and ERC to assist in considering the pros and cons of the issue. These conversations reinforced the growing belief that, generically, assessment centers were applicable to the Nova mission. Similarly, Byham concurred that for Nova to credibly establish such a capacity in education, it would be necessary to begin from scratch—determining the dimensions of educational leadership, creating exercises based upon the job roles and decision-making contexts of school administrators, adapting existing methods to a diagnostic orientation, and generally establishing a new breed of assessment in educational leadership. Still there was much to inherit from Byham's experience of adapting assessment centers to different business environments and purposes.

After considering the evidence, Nova staff judged that the time was right to attempt the development of an assessment facility in education which, while drawing upon business applications, would alter the model to satisfy the needs of educators in the Program. As well Nova saw this as a chance to test the belief that the National Ed.D. Program for Educational Leaders—with its network of lecturers, cluster coordinators, participants, and sup-

porters, all of whom are involved in the day to day conduct of education — is not only a graduate degree program, but is also a *national laboratory for the development of improved practices in education.*

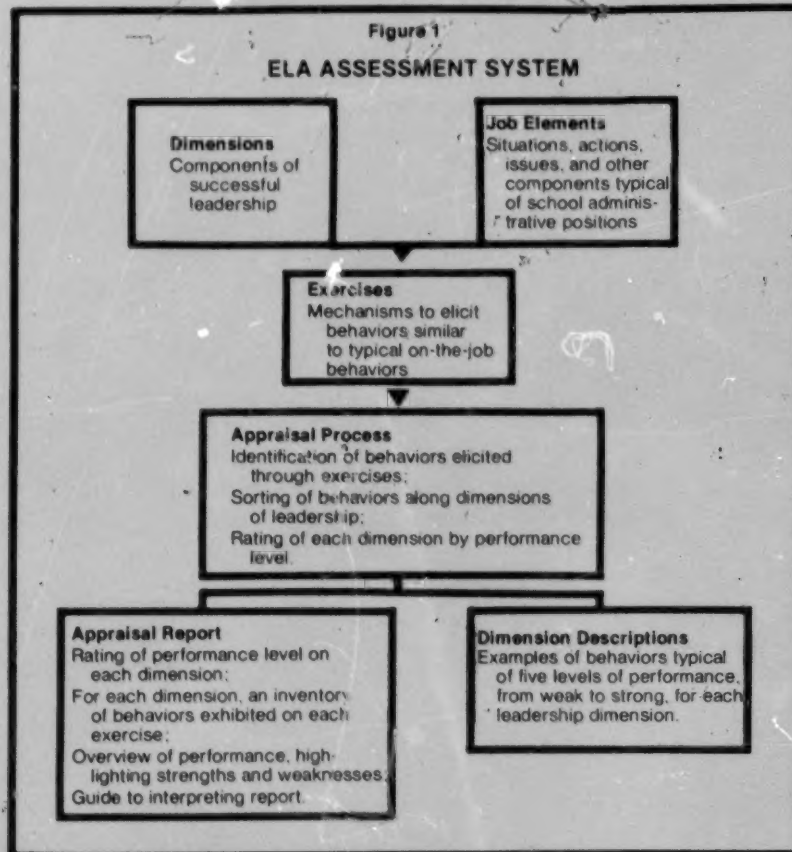
DEVELOPMENT OF ELA

The task was to construct an assessment system for educational administrators, consisting of: leadership dimensions; situational exercises to elicit participant performance; and a mechanism for reporting to the participants on their performance. Figure 1 illustrates how the components of the ELA system relate to each other developmentally. "Job Elements," while not a component of the final assessment system, form a critical building block of the system. "Dimension

Descriptions," while a part of "Dimensions" in the final ELA system, were derived through experience with actual appraisals during the development process.

Identifying Dimensions

The first step in developing the ELA system was to identify and define a list of dimensions important to successful leadership in education. ERC began by consulting practicing school administrators to learn their views on skills contributing to successful leadership in their positions. Nova staff, ERC staff, and consultants from Development Dimensions, Incorporated (DDI) worked with a team of recognized leaders in education—among them, Gregory Anrig, Commissioner of Education for the Commonwealth of Massachusetts; Medill Bair, Executive Director of EdCo, Inc.; and Mark



Shedd, Commissioner of Education for the State of Connecticut — to derive a list of leadership dimensions that reflected their views as well as the views of the school administrators generally. Nova, ERC, and the team of educational leaders compiled, reviewed, discussed, and revised lists of dimensions, searching for a set of terms which were not excessively overlapping, which connoted common meanings, to different people, and which were neither too broad to be precise nor too narrow to be useful. They sought, above all, a set of terms they could agree upon as encompassing a major portion of the spectrum of skills and attributes required of administrators in school settings. The product of this cooperative effort was a list of twenty-three educational leadership dimensions, each accompanied by a definition carefully worded to express the common understanding and the intent of the collaborators. The dimensions covered skills in the categories of Management and Organization, Communication, Problem-Solving, and Task Orientation.

This list, so carefully derived at the outset, has undergone only minor changes in the five years that have since elapsed. Three dimensions were dropped from the list because they were difficult to measure accurately through the assessment system. The names of three dimensions were changed to more accurately connote the meanings originally intended. No dimension has been deleted because of lack of relevance to the repertoire of leadership skills, and it has not been necessary to add any new dimensions. (The current list of ELA leadership dimensions appears on page 11.)

Documenting Job Elements

To identify job elements, ERC conducted analyses of the jobs of superintendents, principals, and other school administrators, in-

terviewing them in depth about their day-to-day activities and concerns, and observing them in the conduct of their daily routines. ERC staff reviewed incoming and outgoing mail and telephone calls, recorded visits to the administrators' offices, observed meetings, and reviewed the administrators' monthly calendars to gain a perspective on events typical of the administrators' schedules. They observed interactions of the administrators with their staff, and recorded the types of responsibilities assumed by, or delegated to, staff members in various positions. They collected any available charts of the school district organizations and job descriptions for the administrators' positions. They also collected any other documents which the administrators felt would be helpful in gaining an understanding of their jobs. In short, the researchers became intimately familiar with the issues, people, problems and responsibilities occupying the time of a representative sample of school administrators.

While collecting job analysis data, ERC researchers linked job elements to dimensions to be sure that they could match all the data they collected to one or more dimension and that they collected data relevant to each dimension. This served as a double check on the adequacy both of the dimension list and of the data collected. At the conclusion of the job analyses, ERC staff were fairly confident that the dimension list included all skills important to the administrators' jobs and that it contained no trivial dimensions.

ERC staff were confident as well that they had collected a wide range of job elements typical to each dimension. Often administrators in positions at different levels and in different sizes of systems encountered different issues and problems and assumed different degrees of responsibility.

When similar issues or problems occurred in the jobs of different administrators, different methods were frequently used to handle them. Thus, ERC recorded a wide variety of situations and an equally wide variety of responses.

Designing Exercises

Next ERC, with the assistance of DDI, set about designing a set of exercises, which would enable thorough and efficient measurement of participant performance on each dimension, and which would be perceived by the ELA participants as relevant to their jobs. ERC and the DDI consultants worked together in designing the exercise system, identifying types of exercises particularly efficient in eliciting behaviors on each of the various dimensions, and determining what exercises of each type could be constructed using the job analysis data.

A simple but important device used in conceiving the system was a matrix that showed what exercise would elicit behaviors on which dimensions. By constructing this matrix before beginning to draft any exercises, ERC could be sure that the total system would be balanced. Proposed exercises, by type, were entered across the top of the matrix, and the twenty-three dimensions were entered down its left side. Then, wherever an exercise was intended to tap behaviors on a certain dimension, a check was placed on the matrix where the exercise and the dimension entries intersected. Scanning the completed matrix revealed any dimensions which would not be adequately measured, any exer-



cises which would be superfluous because the dimensions measured by it were measured adequately through a combination of other exercises, and any exercise which would be inefficient because it contributed too little to the measurement of dimensions. Adjustments in exercise design plans were then made before the exercise system took shape.

The matrix was a working tool used throughout development. As work began on each exercise, the matrix served as a guide showing the role the exercise was expected to play in the system.

ERC culled the job analysis data to identify job elements that would serve as the basis for the situational exercises. It was important that the exercises set in the context of a school administrator's job would be realistic in reflecting the issues, problems, and responsibilities typically handled by school administrators.

Since Nova wanted ERC to develop a system to measure not just leadership skills, but leadership potential as well, the exercises had to provide a challenge to ELA participants in all school administrative positions. Thus key exercises placed the participant in the position of an "area administrator," who had district-wide responsibilities and who supervised a considerable number of staff members. The title was intended to be unfamiliar to participants so that their responses to the exercises would not be modeled on behavior of persons familiar to them.

In making the choice to create exercises that presented participants with a challenge, ERC recognized that participants with different experiences as administrators might approach the exercises with varying degrees of confidence. In fact, when performance is judged on the basis of situational exercises, experience is expected to contribute to performance levels.



The Appraisal Process

How appraisal results are to be used determines not only the form of the appraisal report, but the appraisal process as well. In a business setting where the appraisal is used to identify personnel for promotion, the appraisal report is brief and is not intended as feedback to the candidate.

Because the results of Nova's ELA appraisals were to be used by the participants themselves, ERC designed an appraisal process and an appraisal report format that could provide participants detailed information about their performance on each dimension as well as descriptions of overall patterns of behavior. The participants would then assume the responsibility for determining which dimensions were critical to their own jobs and ambitions, for planning strategies to improve their job performance by capitalizing on their strengths, and for designing their Nova experiences to build up areas of weakness.

In the appraisal process that ERC designed, the participants' written exercises and video tapes of their oral exercises would be taken back to ERC at the conclusion of the exercise administration process, so that an extremely careful examination could be made of each participant's performance on each

exercise. A team of appraisers would be created to examine each participant's exercises. The team members would identify, in writing, the behaviors elicited through each exercise and would then sort these behaviors among the dimensions of leadership. The appraisers would meet then to discuss the participant's performance on each dimension, using as a guide the written documentation of behaviors by dimension. With a view to preparing the written appraisal report for the participant, one member of the team would take notes on the discussion. The discussion would end only when the team had reached a consensus rating on each dimension and had, as well, discussed any general patterns of the participant's behavior that had become evident during the rating process.

By the end of the meeting, the team member responsible for preparing the appraisal report would be well equipped for the task. In addition to the consensus ratings on the leadership dimensions, the report would include a description of performance on each dimension, with examples of behaviors the participant had displayed during the exercises, and an outline of the participant's performance, highlighting the participant's strengths and weaknesses.



Field Test and Revision

In the spring of 1974, ERC conducted a field test of the Educational Leadership Appraisal system. The purpose of the field test was to provide extensive experience with all facets of the new ELA system to ensure that the system operated successfully.

The field test involved 90 volunteer participants from Nova clusters in Philadelphia; Richmond, Virginia; Chicago; and Fairfield, California. The volunteers worked through two complete days of exercises, from which ERC collected written and videotape records of what each person did in eight different staged situations. Data were derived from ELA, two questionnaires completed by the volunteers, and some direct conversations.

The major intent of the ELA field test was to provide both the experiences and the data needed to determine weaknesses in the system, and to make appropriate revisions. On the basis of these experiences and data, the ERC appraisal staff identified several important areas of weakness: the lack of clarity and relevance of some of the dimension definitions; the inability of several of the dimensions to adequately discriminate differences among individuals; and the inability of several of the exercises to elicit all of the intended behaviors.

Having identified these weaknesses, the approach to the revision of ELA materials was first to review dimension definitions by breaking out and defining relevant components of each dimension and then linking dimension components back to exercises, to assure that all components of a dimension were linked to an exercise, and to determine if the exercises were over- or under-sampling specific kinds of behaviors. In the revision of materials, ERC used both this matrix of behaviors and exercises and the information obtained from statistical analyses of participant ratings.

In cases where the exercises were not eliciting an adequate sampling of behaviors relevant to a dimension, ERC staff revised some exercises, adding questions or refocusing existing questions to elicit the appropriate behaviors. When they found that a dimension was not adequately discriminating between individuals, they tried to redefine the dimension and/or develop new or modify original exercises. For example, ERC found that participants were not exhibiting differences in their behavior on the dimension of Stress Tolerance. For this reason, the administrative action exercise was expanded to include a stress-provoking situation that elicits oral responses. In the case of one of the ELA dimensions, Knowledge of Education, ERC staff were forced early in the field test phase to abandon a literal interpretation of the dimension, since appraisers had been unable to successfully pick out the appropriate behaviors because of weaknesses both in the definition and in the exercises. Hence, ERC clarified the definition of the dimension to focus on an individual's understanding of educational issues as they relate to the larger perspective, and developed a new exercise wherein participants are asked to establish educational priorities and to discuss

their reasons for the ranking in the context of both local and national implications.

In some cases, the researcher found that exercises were not as efficient as they should have been. That is, some exercises were not eliciting enough behaviors on enough dimensions to be worthy of the time and effort required in their administration. As a result, ERC deleted one exercise from the set, giving greater scheduling flexibility, and increased the richness and efficiency of another exercise.

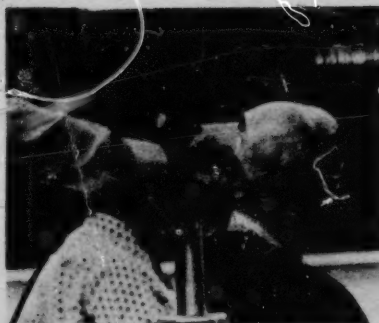
An additional factor considered in the review of the field test findings was the cost associated with each phase of the ELA system. The need to keep the costs of the system within manageable limits arises from confidence in the relevance and value of the system for the improvement of administrative leadership in education, and ERC's interest in making such a system accessible not only to Nova participants, but also to a broader range of educators and school systems.

As the field test progressed, it was apparent that the actual costs of both the appraisal process (wherein a team of trained appraisers study and analyze the behaviors of the participants) and the production of the final Profile Report were exceeding those projected as realistic on these phases. On the basis of this finding, ERC designed ways to increase the efficiency of the appraisal procedures and the overall format of the ELA feedback reports with the intention of reducing costs, while at the same time maintaining, and in some cases improving, the veracity of the system. For example, concerns about the Profile Report focused on several issues: (1) the extensive amount of time required to write such a report, (2) the amount of meaningful in-

formation being conveyed to the participant in the report (3) the extent to which participants became actively involved in evaluating their own strengths and weaknesses on the basis of this information, and (4) the extensive amount of time required for a participant to read through and assimilate the information. In fact, with regard to this latter concern, one of the field test participants reported that the length of her individual diagnostic report had discouraged her from reading it. With all these issues in mind, ERC altered the format of the report from a lengthy narrative description of the behaviors of participants, by dimension and exercise, to a briefer presentation which gave standard descriptions of behaviors typical of various levels of a dimension, and behaviors specific to the participant which correspond to these levels. This approach, while reducing writing and reading time, nevertheless conveys as much information regarding the participant's performance on the dimensions as did the original more lengthy Profile Report.

EXPERIENCE AND GROWTH

Upon completion of the revisions to ELA that grew out of the field test, ELA became a functioning part of the Ed.D. Program for Educational Leaders. For the next two years—beginning with the 1974-75 academic year—ELA was used as an appraisal system. Before new participants in the program would begin the sequence of study modules, they would undergo two days of extensive participation in ELA, after which each person would receive a comprehensive Leadership Profile. During this two-year period, ERC preserved all the video tapes and written exercises for all those people who took part in ELA, creating, thereby, a rich and sub-



stantial data base of administrative behavior. Analyses of these performance data revealed many commonalities among the strengths and weaknesses of the participants. These commonalities became one of the most important influences on the eventual decision to reconstitute ELA as a system for *training* as well as for appraising the Nova participants.

Special Applications of ELA ('74 - '76)

Equally important in the decision to view ELA as a training system was the influence exerted by certain special applications of ELA in settings outside of the Ed.D. Program for Educational Leaders. For example, early in the 74-75 academic year, Boston University requested that ELA be used as a diagnostic tool within a new graduate program to train women leaders. In part, because the ELA appraisers provided the women very little orientation to the system, much anxiety and apprehension was engendered—so much so, in fact, that two women failed to complete the exercises because of tension. To soften their experience with ELA, ERC spent extra time with the full group of graduate students, explaining how ELA worked and discussing aspects of leadership performance. ERC and Nova staff involved in the development of ELA had suspected that

there is a "training effect" that results from participating in the ELA exercises. The debriefing sessions at Boston University seemed to confirm this suspicion.

Soon after this experience, ERC performed a leadership appraisal for five school principals from the South Orange (New Jersey) Public Schools. After they had reviewed and studied their Leadership Profiles, these five principals requested that ERC work with them to identify some steps they could take to improve performance on the job. In response to this request, Allan Ellis spent three days in South Orange—each visit separated by a month's time—conducting a seminar on leadership behavior. This seminar included viewing and analyzing the video tapes of the principals' ELA performance, discussions of the written exercises—item by item, consideration of specific job situations, instruction in small group and individual oral communication, and the like.

Another special application which contained intimations of the value of viewing ELA as a training system occurred two months after the South Orange experience. Robert Blanchard, Superintendent of the Portland (Oregon) School System, through his membership on the Board of Advisors of the Nova Ed.D. Program, had become familiar with ELA and saw its potential value to school districts generally. More specifically, Blanchard believed that ELA would be an important addition



to Portland's continuing program for administrative staff development. Thus at Blanchard's request, ERC appraised 24 top administrators in the Portland school system. When the Leadership Profiles had been reviewed by the participants, Richard Willard of ERC conducted a four-day consecutive workshop in Portland, during which the 24 administrators analyzed their ELA per-

formance and discussed the implications for on-the-job performance.

By the end of the 1975-76 school year, while ELA continued to be used within the Nova Program as a diagnostic assessment system, these and similar experiences in settings outside Nova—among them the National Academy of School Executives'

Seminar Program, the New England Association of School Business Officials Annual Conference, the Puerto Rico cluster of the Nova Community College Program — created an accumulation of evidence that the instructional uses of ELA were sufficiently potent to warrant a change of its status within the Nova Program.

Applications of ELA Outside of the Nova Educational Leaders Program

Year	Participants	Number of Participants	Purpose	Exercise System	Kinds of Exercises Taken	Process and Report
1974-75	Boston University Women's Leadership Project students	10	Appraisal	Modified School Administrator System	Administrative Action Political Analysis Problem Moral Values Problem Written Presentation Oral Presentation/ Prepared Analysis Problem with Oral Presentation Fact Finding Group Discussion	Two days exercise administration Appraisal by ERC; individual essay reports Participants view tapes at ERC
	S. Orange, N.J. public school administrators	5	Appraisal	School Administrators	Full Set	Two days exercise administration Appraisal by ERC; individual taped reports ERC follow-up visits, three 1-day discussion and review sessions
	Portland, Oregon public school administrators	24	Appraisal for staff development planning	School Administrators	Full Set	Two days exercise administration Appraisal by ERC; individual essay reports and group report ERC follow-up visits, four days of discussion and review
	Administrators of school districts of the Merrimack Education Center collaborative	25	Appraisal for staff development planning	School Administrators	Administrative Action	One-half day exercise administration Appraisal by ERC, group report
	Alverno College students	100	Assessment of competency achievement	Alverno	Role Actions Oral Presentation Written Exercises Group Discussions	Exercises developed by ERC were administered (one assessment day plus homework) and appraised by Alverno faculty
1975-76	Participants in Puerto Rico Cluster of Nova University Community College Ed D. Program	11	Explore applicability of ELA to Community College Ed D. Program	School Administrators	Administrative Action Analysis Problems Group Discussion Written Presentation	Two-day seminar: Self-appraisal by participants ERC and participant discussion to critique exercises and dimensions Appraisal and individual written feedback by ERC on two exercises
	NEASBO—school business officials from New England	200	Orientation workshop	School Administrators	Administrative Action Group Discussion Analysis Problem	One-day presentation: Dimensions discussion and discussion of three exercises; self-appraisal by participants
	National Academy of School Executives—superintendents of schools	60	Orientation workshop	School Administrators	Administrative Action Group Discussion	One-day presentation: Dimensions discussion and discussion of two exercises
	Het. Law Day School principals from New York State	75	Orientation workshop	School Administrators	Group Discussion	Dimensions discussion and group discussion observation
1976-77	Broward County, Florida public school teachers	211	Contribute to process of screening Broward school staff members for administrative positions in school system	School Administrators	Administrative Action	One-day exercise administration Appraisal by ERC ERC ranked candidates by performance level Group report

Applications of ELA Outside of the Nova Educational Leaders Program (Continued)

Year	Participants	Number of Participants	Purpose	Exercise System	Kinds of Exercises Taken	Process and Report
	Woodbridge, N.J. public school administrators	40	Self-appraisal as part of staff development	School Administrators	Administrative Action Analysis Problem Group Discussion Activity Logs Written Presentation Oral Presentation/ Prepared	Two-day seminar with review of performance and self-appraisal of oral and written exercises
	Wisconsin State Education Agency middle level female administrators	10	Explore applicability of ELA to SEAs for staff development needs	School Administrators	Administrative Action Written Presentation/ Oral Presentation/ Prepared Oral Presentation/ Spontaneous Analysis Problem Group Discussion	Two-day seminar Self-appraisal by participants Discussion to critique exercises and dimensions ERC appraisal of participants Group report
	Rhode Island State Department of Education top level management team	10	Pilot-test of SEA exercises	SEA	Administrative Action Oral Presentation/ Prepared Oral Presentation/ Spontaneous Analysis Problem Group Discussion	Two-day seminar Self-appraisal by participants Discussion to critique exercises
	Participants in Nova University Community College Ed.D. Program's Summer Institute	165	Pilot-test Community College exercises	Community College	Administrative Action Group Discussion	Two-hour workshop Discussion to critique dimensions and exercises
1977-78	Participants in Nova University Community College Ed.D. Program, Oakland, Tampa, and Chicago clusters	120	Field-test exercises Self-appraisal and development of leadership skills	Community College	Full Set	New study area: two separated lecture dates, with on-the-job assignments
	Title VII bilingual project directors at First Annual Management Institute in Washington	800	Training and orientation	School Administrators	Goals Exercise Time Savers	Five 1-1/2 hour workshop presentations
	Title VII bilingual project directors New York City Boston San Francisco Los Angeles Boston	12 11 15 * *	Self-appraisal and development of leadership skills	Eclectic, with special exercises for bilingual administrators	Administrative Action Group Discussion Analysis Problem Creativity Problem Oral Presentation/ Spontaneous Written Presentation	Three-day seminar/workshop for graduate credit; exercise administration, discussion Self-appraisal by participants, with on-the-job assignments
* In progress						

Reformation of ELA

Thus during the summer of 1976, ERC and Nova set out to reformulate ELA as a regular three-month study module in the Nova Program. This effort began with the consideration that ELA had shown itself to be an excellent process for observing and diagnosing educational leadership behavior. Still the Nova Program required something more. As a strategy to foster continued growth among the program participants, it required a procedure that would assist the participants in monitoring their own leadership behavior on the job. To accommodate this need, the study module would:

1. train the participants in the appraisal process so that they could observe, categorize,

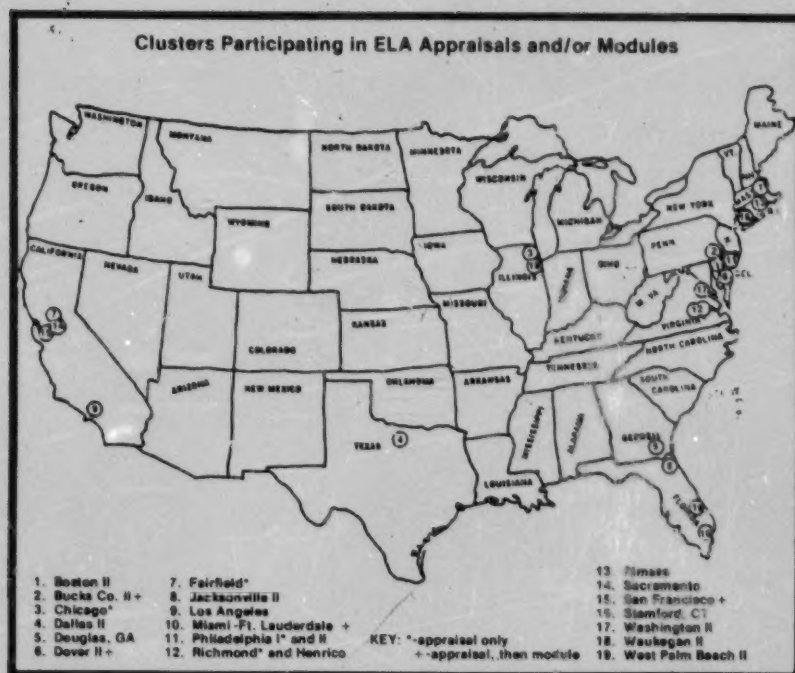
and assess leadership behavior knowledgeably and with fair reliability;

2. provide a procedure and support system to assist the participants to turn the appraisal process on themselves, so that each one of them would generate a rich self-appraisal; and
3. teach the participants the basic principles and practices underlying important aspects of school leadership, such as, management, communication, problem solving and interpersonal relations.

All of this would be directed to the participants' performance on the job as well as in the module sessions.

The reformulation of ELA to these ends entailed, essentially, the development of procedures to unveil the appraisal process. As well, it required developing self-appraisal guides so that participants could categorize and examine their own performance on the ELA exercises and on the job. Finally, a large set of support materials was developed, including self-correcting quizzes, time logs, behavior lists, time management forms, and performance questionnaires.

The development and field test of the new study module, called *Appraising Leadership in Education*, took the full academic year 1976-77 to complete, and involved six clusters. During the Fall term the

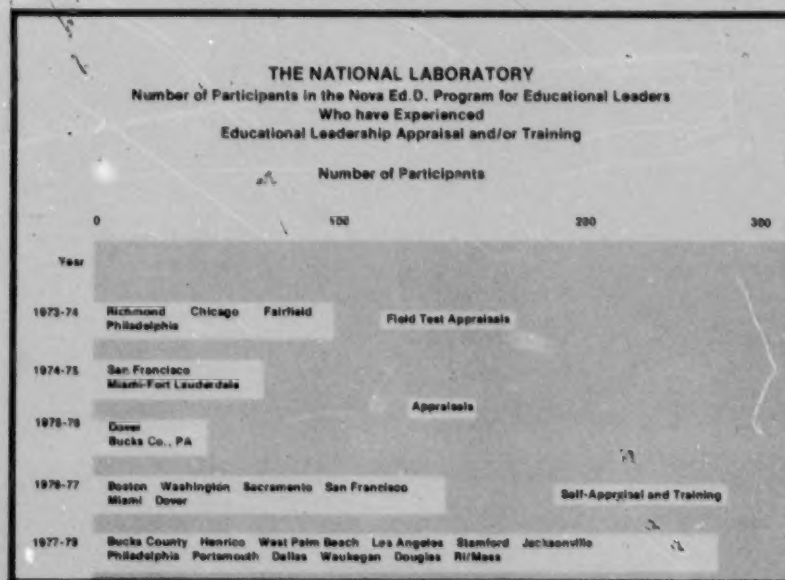


Boston II cluster agreed to be the first group to experience the new module. It was a shaky start. The Boston participants were asked to tolerate a considerable inconvenience as the logistical problems of orchestrating such a complex process manifested themselves. The lecturers' inexperience in specifying the best format for the self-appraisals that the participants were required to produce added other burdens on the participants' patience. Still they provided careful feedback on the materials, the effectiveness of the instruction, and the value of the self-appraisal procedures. Based on these participant evaluations, the study module was remodelled, more tightly organized, and retested in two other clusters — Washington, D.C. and Sacramento, California — during the Winter term. Participant evaluations from these clusters assisted in final revision of the module. Then this final form of the module was tested once more in other parts of the national network — Dover (DE), Miami (FL), San Francisco (CA) — to make any adjustments, for example, as might be

called for by certain differences in regional or sectional concerns throughout the country.

ELA TODAY

The following descriptions of the ELA system and the Appraising Leadership in Education study area represent the state of the art as of Spring 1978.



The Dimensions of Leadership

In ELA educational leadership skills are grouped into twenty dimensions upon which a self-assessment can be made via the ELA exercises. A leadership dimension is a descriptive heading under which specific human behaviors can be rationally grouped and reliably classified. The list of dimensions that form the basis for ELA is not intended to be inclusive of all the characteristics of an educational leader. Moreover no one would be expected to be high on all dimensions. Two outstanding performers may have markedly different combinations of dimension strengths and weaknesses. The dimensions are merely common areas of concern which job analysis studies have identified as being important to success or failure in particular positions.

The exhibit on page 11 presents brief, suggestive definitions of the ELA Leadership Dimensions. Please note that these dimensions have been organized under larger headings just for the purpose of convenience. These groupings are to be seen neither as exclusive categories nor as the sole focus of the appraisal process.

The ELA Exercise System

In addition to the exercises geared for school administrators, the preceding set of dimensions serve as the basis for two other ELA exercise systems: one for state department of education personnel and the other for community college faculty and administrators. The ELA exercise system contains a component for state department of education personnel that was developed by ERC under contract to the Council of Chief State School Officers. Through Ford Foundation support the Council and ERC developed a performance-oriented appraisal and training system for state level managers. The other version of ELA — for community college faculty and administrators — is in its final field test in the Nova Ed.D. Program for Community College Faculty and Administrators. Under development for the past year, this version of ELA is scheduled to become a study area in the Community College Program beginning Autumn 1978. A summary of the overall exercise system of ELA is provided in the chart on page 12, and descriptions of each exercise follow.

Descriptions of the Exercises

Each exercise on the chart is described on pages 12-13 in reference to the more general category to which the exercise belongs. The leadership dimensions, which are developed by each exercise, are also listed with the appropriate exercise.

Organization of the Study Area

The two general purposes of the study area *Appraising Leadership in Education* are: a) to encourage among the participants the habit of monitoring their own leadership behavior; and b) to assist them in the formulation of personal

ELA LEADERSHIP DIMENSIONS	
Dimension Groupings and Dimensions	Dimension Definitions
MANAGEMENT AND ORGANIZATION	
Planning and Organizing	Effectiveness in planning and organizing one's own activities and those of one's staff.
Management Control	The appreciation of need for controls and the ability to exercise maintenance of control over processes.
Use of Delegation	The ability to effectively use subordinates, colleagues and superiors; and to understand where a decision can best be made.
COMMUNICATION	
Written Communication Skills	The ability to write a readable, persuasive document that conceptualizes issues and problems, is complete, and is appropriate for the intended audience.
Oral Communication Skills	The ability to respond to questions in public, think clearly on one's feet, think behind questions, be articulate in defense of programs, define missions, explain complex issues, deal with a problem in public without preparation, and relate to all levels of audiences.
PROBLEM SOLVING	
Problem Analysis	The ability to read or listen and pick out critical information or issues underlying the material; to seek out pertinent data; to weigh alternatives and their consequences.
Judgment	The ability to evaluate situations and persons and to reach logical conclusions based on the evidence at hand.
Political Behavior	The ability to identify what can be accomplished and how it can be accomplished, and to use resources and control the situation so that it is accomplished; sensitivity to the political implications of various acts.
Decisiveness	Readiness to make decisions and to render judgment.
Risk Taking	The extent to which calculated risks are taken based on sound judgment.
Creativity	The ability to come up with imaginative solutions in management situations.
Educational Perspective	The extent of knowledge and understanding of fundamental as well as current educational principles and issues and their interrelationships with educational and non-educational issues.
TASK ORIENTATION	
Persistence	The tendency to stay with a problem or line of thought until the matter is settled.
Initiative	Active efforts to influence events rather than passive acceptance.
Stress Tolerance	Stability of performance under conditions of pressure, opposition, and uncertainty.
Group Leadership	Effectiveness in bringing a group to accomplish a task and in getting new ideas accepted.
Individual Leadership	Ability to motivate individuals on a one-to-one basis to accomplish a task.
Adaptability	The ability to modify behavioral style and management approach to reach a goal.
INTERPERSONAL QUALITIES	
Flexibility	Being receptive to new ideas or arguments.
Considerateness	Showing concern for others and appreciation for their work; treating others with respect and politeness; displaying thoughtfulness toward others.

ELA EXERCISE SYSTEM

Type of Exercise	ELA for School Administrators	ELA for Community College Faculty and Administrators	ELA for State Department of Education Administrators
Administrative Action	Area Administrator's Exercise	Community College Dean's Exercise	Assistant Executive Commissioner's Exercise
Leaderless Group Discussion/ Assigned Role	City Council Exercise		Stonefellow Foundation Exercise
Leaderless Group Discussion/ Unassigned Role	Pending Action Exercise	Community College Advisory Committee Exercise	Job Applicant Review Exercise
Oral Presentation/ Spontaneous	Citizen's Meeting Exercise Educational Issues Exercise	Educational Issues Exercise	Television Guest Appearance Exercise Educational Issues Exercises
Oral Presentation/ Prepared	Educational Priorities Exercise/Oral		Control of Education Exercise/ Oral
Analysis Problems	Incomplete Conversations Exercise Community Education Exercise	Community Education Exercise	Equal Opportunities Exercise
Written Presentation	Educational Priorities Exercise/Written Career Education Proposal Exercise Educational Perspective Letter Writing Exercise	Career Education Proposal Exercise Educational Perspective Letter Writing Exercise	Control Education Exercise/ Written Career Education Proposal Exercise Educational Perspective Letter Writing Exercise
Creative Thinking	Creativity Problems	Creativity Problems	Creativity Problems

Category of Exercise:

Administrative Action

Names of Exercises:

Area Administrator's Exercise
Assistant Executive Commissioner's Exercise
Community College Dean's Exercise

The participant is asked to deal with the accumulated notes, memoranda, letters, requests and other pending action items that confront a middle level manager who is assuming a new position as an educational administrator. The problems which must be solved, and the leadership activities which are required, have been carefully selected to challenge the participant and to reflect many of the critical problems which face educational administrators in today's world.

Length: 3 hours: To complete exercise usually prior to meeting

2-3 hours: Discussion

Leadership Dimensions:

Planning & Organization	Political Behavior
Management Control	Initiative
Delegation	Risk Taking
Written Communication	Decisiveness
Problem Analysis	Considerateness
Judgment	Flexibility

Category of Exercise:

Leaderless Group Discussion
Assigned Role

Names of Exercises:

City Council Exercise
Stonefellow Foundation Exercise

The participants (usually six) are asked to meet as a group in order to decide how to divide one million dollars between several worthwhile projects. Each participant acts as an advocate for a par-

ticular project. However, since a group decision must be reached within an hour, there is considerable emphasis on bargaining, negotiation and group leadership.

Length: 15 minutes: Role assignment and briefing

1 hour: Meeting
1-2 hours: Discussion

Leadership Dimensions:

Oral Communication	Risk Taking
Persistence	Decisiveness
Initiative	Flexibility
Stress Tolerance	Group Leadership

Category of Exercise:

Leaderless Group Discussion
Unassigned Role

Names of Exercises:

Pending Action Exercise
Job Applicant Review Exercise
Community College Advisory Committee Exercise

The participants, none of whom has a prior commitment to a particular outcome, must study a situation and recommend a course of action during a group discussion. A consensus must be reached by the group within the time limit which has been established.

Length: 15 minutes: Preparation and briefing

45 minutes: Meeting
1 hour: Discussion

Leadership Dimensions:

Oral Communication	Decisiveness
Persistence	Flexibility
Initiative	Group Leadership
Stress Tolerance	

Category of Exercise:

Oral Presentation, Spontaneous

Names of Exercises:

Citizen's Meeting Exercise
Television Guest Appearance Exercise
Educational Issues Exercise

Participants are asked to respond to questions on a variety of educational issues. They do not have advance knowledge of the specific questions which they must answer. Consequently, they must interpret the questions and formulate oral responses under conditions that demand thinking quickly on one's feet.

Length: 3 minutes: Each question and answer

1/2 hour: Discussion period

Leadership Dimensions:

Oral Communication	Stress Tolerance
Educational Perspective	Individual Leadership

Category of Exercise:

Oral Presentation, Prepared

Names of Exercises:

Educational Priorities, Oral
Control of Education, Oral

The participant must make a formal, prepared speech in which he/she presents and supports his/her own recommendations regarding action to be taken on important educational issues. The participant's objective is to persuade a national policy-making body to accept the recommendations.

Length: 1-2 weeks: Preparation period

8 minutes: Oral presentation

Leadership Dimensions:

Oral Communication Skills	Educational Perspective
Political Behavior	Stress Tolerance

Category of Exercise:

Analysis Problems

Names of Exercises:Incomplete Conversations Exercise
Equal Educational Opportunities
ExerciseOrganization Development Exercise
Community Education Exercise

Participants are provided with one of several pressing problems that must be analyzed and solved. They must then describe their solution in writing. Each exercise is concerned with a specific problem or set of problems that vary in terms of the level of perspective required.

Length: 1 1/2 - 2 hours: Preparation period
1-2 hours: Discussion

Leadership Dimensions:Planning & Organization Political Behavior
Written Communication Decisiveness
Problem Analysis Adaptability
Judgment**Category of Exercise:**

Written Presentation

Names of Exercises:Educational Priorities / Written
Control of Education / Written
Career Education
Proposal Exercise
Educational Perspective Letter
Writing Exercise

Participants are provided with information on important educational issues. They must evaluate the issues and formulate a means for arriving at solutions that involve the use of national, state, and local educational resources and/or institutions. They must write a persuasive written document in which they present solutions to the public.

Length: 1-2 weeks: Preparation period
1-2 hours: Discussion

Leadership Dimensions:Written Communication
Political Behavior
Educational Perspective**Category of Exercise:**

Creative Thinking

Names of Exercises:Parent Involvement Problem
Organizational Communication Problem
Copy Machine Problem
Student Achievement Problem

A group of participants are presented with a problem for which they are to suggest creative solutions. By using a supportive group discussion technique, they learn to build on one another's ideas and to develop more creative solutions.

Length: 20 minutes: Preparation
20 minutes: Group Discussion
15 minutes: Class Discussion

Leadership Dimensions:Creativity
Flexibility
Adaptability

strategies for their continued development as leaders. To achieve these ends, the module concentrates on three areas:

- the systematic observation and categorization of leadership behavior in terms of its principal dimensions;
- the application of this process to the assessment of leadership performance; and
- the creation by each participant of a detailed self-appraisal, including the development of personal prescriptions for the use of this self-appraisal in improving his/her on-the-job performance as an educational leader.

The chart on pages 14-15 relates specific purposes to activities with an indication of relevant materials and leadership dimensions.

As the chart indicates, the study area is oriented to performance. The concern is with the *practical* application of ideas, strategies, techniques, beliefs, theories,

procedures, and the like to the job-related situations in which the participants find themselves each day in their roles as school administrators. The three lecturers, Allan B. Ellis, Leonard J. Glick, and Beth T. Lowd, assist participants in carefully considering the leadership skills that affect performance, so that, in the end, each one of the participants can accomplish a thoughtful and comprehensive self-examination of his/her own leadership proclivities.

The following excerpt from the Study Guide for the study area describes the orientation of the activities:

In this study area, the twenty ELA leadership dimensions are treated not so much as elements of a definition of leadership as they are entries in a lexicon. That is, the dimensions serve as commonly agreed upon terms with which to discuss and analyze leadership performance. They are aids to ob-

Dimensions/Exercise Category Matrix									
The matrix below depicts the relationship between the leadership dimensions and the exercise categories.									
		EXERCISE CATEGORY							
	DIMENSION	Admin. Action	Group Disc. Asgnd	Group Disc. Unasgnd	Oral: Spont.	Oral: Prep.	Written	Analysis	Creativity
Management & Organization	Planning & Organization	X						X	
	Management Control	X							
	Delegation	X							
Communication	Written Communication	X					X	X	
	Oral Communication		X	X	X	X			
Problem Solving	Problem Analysis	X						X	
	Judgment	X						X	
	Political Behavior	X				X	X	X	
	Creativity								X
	Educational Perspective				X	X	X		
Task Orientation	Persistence		X	X					
	Initiative	X	X	X					
	Stress Tolerance		X	X	X	X			
	Risk Taking	X	X						
	Decisiveness	X	X	X				X	
Interpersonal	Considerateness	X							
	Flexibility	X	X	X					
	Adaptability						X	X	X
	Group Leadership		X	X					
	Individual Leadership				X				

OVERVIEW OF STUDY AREA

Purpose	Primary Dimensions	Activities (in sequence)	Materials
To familiarize participants with the 20 dimensions of leadership	All	Read dimensions definitions and paragraphs describing levels of proficiency Take a set of self-correcting quizzes to sharpen their ability to discriminate among behaviors by dimension Inventory their own behavior on each dimension and rate themselves on each	Dimensions Descriptions Dimensions/Behaviors Quizzes Behaviors List
To make participants more sensitive to their administrative styles	Planning and Organizing Management Control Delegation Decisiveness Problem Analysis Political Behavior Considerateness Initiative Judgment	Keep a time/activity log on-the-job Take the Area Administrator Exercise Discuss the exercise Complete the self-appraisal guide for the Area Administrator Exercise Discussion of dimensions: tapped by participants' jobs Participate in several group discussions and appraise their and others' behaviors as observed	Time Log Area Administrator Exercise Area Administrator Exercise Self-Appraisal Guide Job Applicant Review Group Discussion Group Discussion Self-Appraisal Guide Group Discussion Observation Form
To assist participants in setting goals and priorities	Planning and Organizing	Keep a time/activity log for 3 days Set professional goals for themselves and prioritize them Identify and implement activities which will move them closer to their goals	Time Log Goals Exercise Goals Question Sheet
To increase participants' knowledge of time saving techniques	Planning and Organizing Management Control Delegation	Keep a time log Identify ways they waste time (dyad) Compare time log and goals: discuss how to resolve conflicts Implement two time savers, one planning technique, two management practices and two delegations on-the-job and report on the results Discuss these management experiments Assist others in solving real on-the-job time use problems using group discussion techniques	Time Log Time Savers for Administrators and Teachers Log and Goals Exercise Report Sheet for Management Experiments
To sharpen participants' writing skills and their ability to critically and constructively appraise others' writing	Written Communication Skills Educational Perspective Adaptability	Read an essay on "Good Writing" Read and identify problems in a proposal Discuss the problems in the proposal Read an article regarding an educational issue and take a stand on it Write a letter to a legislator, editor, SEA authority, school board or the like Discuss organization, language, point of view of the letter with peers. Get peer appraisal Revise the letter and send it Write letters about one topic to three different audiences. Discuss	"Good Writing" Proposal Review Exercise Educational Perspective Letter Writing Exercise Written Communication Skills Appraisal Form Incomplete Conversations Exercise
To assist participants in appraising their ability to speak "on their feet" and to improve that ability	Oral Communication Skills Adaptability Stress Tolerance	Read pro and con positions on an issue and take a stand Answer questions challenging that stand Receive peer appraisal of performance and appraise own performance. Discuss	Unprepared Question and Answer Period Oral Communication Skills Appraisal Form
To improve participant's listening and group discussion skills	Group Leadership Individual Leadership Oral Communication Skills Flexibility Considerateness Persistence Initiative	Participate in two listening exercises Participate in and/or appraise a participant in one or more group discussions Appraise themselves during an on-the-job discussion	Unresponsive Listener Exercise Paraphrasing Exercise Job Applicant Review and Student Request for a Refund Group Discussions Group Discussion Self-Appraisal Form

OVERVIEW OF STUDY AREA (Continued)

Purpose	Primary Dimensions	Activities (in sequence)	Materials
		Use a Meeting Summary Form on-the-job and report on results Discuss use of Form Participate in a supportive group discussion designed to increase creative outcomes Participate throughout the module in numerous small and large group discussions, many of which will be informally appraised	Meeting Summary Form Group Discussion Observation Form Creativity Exercises
To assist participants in appraising the degree to which they exhibit cooperative or competitive (win/win or win/lose) philosophies on their jobs	Problem Analysis Group Leadership Political Behavior Flexibility Considerateness Initiative Risk Taking	Participate in a simulation exercise Participate in supportive group discussion (s)	Win/Win Game Creativity Exercises
To improve participants' problem-solving skills	Judgment Problem Analysis Flexibility Planning and Organizing Initiative Decisiveness	Discuss the Area Administrator Exercise Respond to an analysis problem Participate in a discussion/lecture on identifying possible causes and effects. Discuss the entire exercise Fill out a problem solving sheet on a major problem at work; discuss (small group) to obtain different perspectives Complete the Equal Opportunity Exercise Discuss analysis problem. Complete self-appraisal guide for problem	Area Administrator Exercise Incomplete Conversations Problem Solving Sheet Equal Opportunity Exercise Equal Opportunity Exercise Self-Appraisal Guide
To assist participants in appraising their creativity	Creativity Group Leadership Problem Analysis Oral Communication Skills Flexibility	Participate in small group efforts to solve one or more creativity problems Discuss the creative process	Creativity Exercises
To have participants practice reading with an educational perspective	Educational Perspective Problem Analysis Political Behavior Adaptability	Read an article or news account; answer a set of questions about the probable effects of the events described on education (local, state, federal) and on other fields, both in the near future and for the long term Write a letter to some authority regarding the above issue	Educational Perspective Exercise Educational Perspective Letter Writing Exercise
To assist participants in a total self-appraisal of their leadership skills in formulating plans for improvement on many of the dimensions	All	Maintain lists of behaviors they observe in themselves throughout the module, in class, on exercises, and on the job Complete and compare a number of self-appraisal forms and guides Obtain feedback from peers on several dimensions Write a personal statement appraising themselves on each of the 20 dimensions	Oral Skills Appraisal Form Written Communication Skills Appraisal Form Area Administrator Exercise Self-Appraisal Guide Group Discussion Self-Appraisal Form Equal Opportunity Exercise Self-Appraisal Guide
To improve participants' management skills	Planning and Organizing Management Control Delegation	Discuss the Area Administrator Exercise Implement several time saving techniques on-the-job Implement a management control procedure on-the-job Delegate an activity on-the-job Observe, record and discuss with peers the results of these on-the-job exercises	Area Administrator Exercise Time Savers for Administrators and Teachers

servation. They allow the participants to begin to catalog, classify, and judge their own behavior, and thus to formulate strategies for change where such change is considered important to the richer exercise of leadership in job situations.

Once the participants become conversant with these dimensions, they work on developing the ability to be consistent in sorting observed behavior. Generally, this ability develops quickly, and the attention focuses on the appraisal of performance. Finally the participants turn to self-appraisal, where each person looks inward to examine the components of his/her behavior and to produce a comprehensive assessment of his/her leadership performance. How this is accomplished — in what manner and sequence — is part of the substance of the

module. The point to be made here is that the process of self-appraisal is not meant to be understood as a *scientific* process in the sense that apparent contradiction is to be resolved.

This is a difficult point to make clearly, but it is critical to the lecturers' conduct of the meetings, and the participants' treatment of what they learn about themselves. In science, knowledge is gained — as far as is possible at any given time — by removing the ambiguities that are usually associated with our experience of the world. What remains is treated, for the moment, as a fact. In this way science proceeds, even to eventually change the facts themselves. Another way to create knowledge — a way the artist uses — is to capture and retain all of the ambiguity and apparent contradiction associated with experience. That is,

the artist does not try to gain a single truth to the exclusion of lesser truths. Instead he/she searches for and depicts the entirety of an experience. In theatre, this approach to knowledge often produces characters who display traits we normally consider opposite or contradictory. For instance, the Madwoman of Chailot is at the same time crazy and sagacious, witty and sad, illusory and real, lightly and practical, and more.

Throughout the module, and especially during the self-appraisal phases, the participants are encouraged to look at themselves in a way that they notice and accept everything that they see without a preoccupation to resolve the ambiguities and contrary tendencies. We believe that such acceptance is a necessary first step to the creation of realistic strategies for improved performance.

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KAMMULLER, Kenneth (San Francisco)

Establishment of Instructional Planning and Management Information
Systems to Monitor the Education of Exceptional Children. (ED 169719)

Establishment of a Re-Entry Model to Reduce Recidivism Among Court
Ward Students. (ED 173699)

KANE, Leroy (Prince George)

Improving Reading Through Oral and Sight Vocabulary Drills Using Words
from the Pupil's Basal Readers.

KELLOGG, Larry J. (Dade)

Development and Implementation of a Multi-Purpose School Volunteer Program in an Adult Education Center.

KERSHAW, Robert H. (San Francisco)

Reducing Sex Discrimination in Course Offerings in Compliance with Title IX. (ED 167883)

KING, George L. (Dover II)

A Model Program for Middle School Gifted and Talented Students.

KIRKLAND, Sumatra (Sacramento II)

The Development and Implementation of a System to Facilitate the Interviewing of Potential Teachers by Heads of Elementary Administrative Units in the Sacramento City Unified School District. (ED 19682)

KOROVLEV, Regeena; MASON, Jessie; OKIN, Allan (Washington II)

The Improvement of an Interagency Program for Teenage Parents in a School System. (ED 158157)

KRAVINSKY, Reed (Philadelphia II)

District-Wide Implementation of a Model Language Arts In-Service Program for Elementary School Teachers.

The Development and Implementation of an Approach to In-Service Education in the Teaching of Language Arts for District 7.

LECKI, Sheila (Henrico)

Using Paperback Books in a Supplementary Program to Improve Reading Competency. (ED 184072)

LECKI, Sheila; MC DORMAN, Hazel; ROGERS, Leonard (Henrico)

Development and Implementation of Procedures to Improve the Reading Achievement of Underachieving Elementary Students. (ED 184059)

LESTER, Roberta (Rimass)

A Model Articulation Program: Component A for Grade Six Special Needs Students and Component B for Grade Eight Special Needs Students.

LEVY, Jerome; LOWE, Rebecca; MC LAIN, William; MUSSELMAN, Richard; NELSON, Nancy (Dover)

Helping Students Improve Reading Skills in Selected Content Areas. (ED 157046)

LITTLE, Derek R. (Boston II)

A Renovation and Conversion Alternative to Overcrowded Facilities at Wilmington High School. (ED 165238)

LOCKE, Walter (Dade)

Development and Implementation of a Sequential Music Program for the Kindergarten Teacher. (ED 191573)

MARCUS, Bob (Bucks II)

Development and Implementation of a Peer Tutoring Program.

MARKEL, Edward A. (Sacramento II)

The Development and Implementation of a Bicycle Safety Program for Elementary Students.

MARTIN, Andrew et al. (Dallas III)

Supervising the Development and Presentation of a Pilot Program to Reduce Sex-Role Stereotyping in Dallas Public Schools. (ED 180101)

MASON, Jessie (Washington II)

Development and Implementation of a Special Education Training Institute for Classroom Teachers. (ED 181693)

MATTHEWS, Carolyn (Henrico)

A Metric Education Program for Elementary Students. (ED 185655)

MC CLURE, Clarence (Henrico)

Developing and Implementing a Policy for Approving Attendance at the Secondary School Level. (ED 153330)

MC DORMAN, Hazel (Henrico)

Development and Implementation of a Program of Individualized Instruction to Increase Elementary Students Reading Achievement.

MC GAUGHEY, Leon Y. (Henrico)

Development and Implementation of a Post-Vietnam Era Veterans' Education Assistance Act of 1977.

MC GOWAN, Lee (Fairfield II)

Developing and Implementing a Model for the Implementation and Remediation of Weaknesses of Learning Abilities in Gifted and High Achieving Fourth Grade Students.

MC GRANN, John (Providence)

A Financial Reporting System for Desegregation in the Boston Public Schools.

MITCHELL, Jean Ann (Washington II)

Development and Implementation of an In-School Pupil Services Team Model.

MOELLER, Jean (Miami/Ft. Lauderdale)

Generating and Implementing School Based Management of Program Development. (ED 170164)

Developing and Implementing a System for Communicating Elementary Pupil Progress.

MOYER, David (Dover)

The Development and Implementation of a Model Rehabilitative Program Compatible with the Educational and Psychological Needs of Children Who Display Adaptive Adolescent Behavior Patterns in the Urban Middle School. (ED 155291)

MUSSELMAN, Richard (Dover)

Adapting and Implementing an Experience-Based Career Education Model at Newark High School. (ED 179688)

MYER, Robert (South Park)

An Intervention Model to Improve School Attendance and Achievement.
(ED 185655)

NELMS, Lanny (Los Angeles)

The Development and Implementation of a Model to Ensure that
Vocational Education Students are Functionally Competent.

NEWMAN, Daniel (Dover II)

Develop and Implement a Computerized System to Collate, Analyze, and
Maintain Records on all Student Discipline Infractions and Administrative/
Teacher Punitive Actions in the Seaford Senior High School. Part I.
(ED 193765)

An Approach to Combat Student Misbehavior at the Ninth Grade Level:
The Committee on Referral and Evaluation (C.O.R.E.) Part II.
(ED 193766)

NUSSEBAUM, Bertram (Trenton)

The Planning, Development, and Completion of a Series of Processes
Designed to Promote Passage of a Building Referendum.

The Planning, Development and Evaluation of an Articulation Program
for Schools Linked by a Sending-Receiving Relationship.

OKIN, Allan (Washington II)

Implementing a Kindergarten Parent Involvement Program. (ED 154921)

O'SHEA, Rev. Thomas (San Francisco)

Community Planning -- A Model for Interparochial Urban Education.
(ED 167690)

PATTERSON, Joan (Dallas III)

Development and Implementation of an Eclectic Communication Skills Program in an Urban K-6 School. (ED 185172)

PERLINI, Ernest (Stamford)

Developing a Schoolwide Enrichment Activity Program for Identified Gifted Students. (ED 169710)

PETERS, Dustin (Bucks II)

Development and Implementation of a Dance Residency Program.

PIATT, Corinne (South Park)

A Program That Integrates Perceptual Training with Reading and Arithmetic.

PIATT, Cummings (Bucks II)

Development and Implementation of a Public Information Program to Improve Community Interest and Support of the Warren Hills Regional School District.

PISANI, David (South Park)

Transitional I Class: Efficient Implementation Through Systematically Designed Selection Criteria. (ED 167246)

POSTLEHWAIT, Neil (Dover II)

The Development and Implementation of Procedures to Reduce or Minimize Complaints as Related to Extra-Curricular Activity Salary Schedules. (ED 168120)

POTTER, William, et al. (Maryland)

Development and Implementation of an Interagency Program for Emotionally Handicapped Children. (ED 169689)

PRICE, James (Henrico)

Identification, Analysis, and Resolution of Significant Educational Issues for the Executive Branch of Government. (ED 170900)

RANDALL, Jean (Stanford)

Implementing a Defensive Program for Academically Gifted Students in Grades 4-6.

REEDY, Melvin (Dallas III)

Implementing a System to Permanently Disseminate Infrequently Used Circulating Media from a District Instructional Materials Center. (ED 163904)

RIDDLES, Paul (Dallas III)

A Planned Approach in the Use of Group Counseling in Grades Four Through Six.

ROWLES, Thomas K. (South Park)

Initiating the Teaching of Metrication by Means of Performance Objectives. (ED 166029)

ROZZELL, Clare P. (Maryland)

Design, Development and Implementation of a Diagnostic Prescriptive Approach to Teaching Language Arts at Orme Elementary School.

RUSSELL, Frances (Rimass)

Development and Implementation of a Plan to Teach Reading and Writing Through Concept Development.

RUSSMAN, Stephen L. (Wilmington)

Development and Implementation of a Consumer Economics Course at the Eleventh and Twelfth Grade Levels.

SALAMONE, Robert (Boston II)

Improving Fine Arts Instruction Without an Art Specialist.

SANDERS, Jean (Boston II)

Developing and Implementing a Computerized SDI Service for Educational Administrators. (ED 184517)

SCOTT, Walter (Bucks II)

The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students into Regular Classrooms in the Comprehensive High School. (ED 157216)

The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students into Regular Classrooms in the Comprehensive High School - PHASE II. (ED 168262)

SHAPIRO, Norman (San Francisco)

Implementing a Model Program for the Aged in Skilled Nursing Facilities. (ED 155563)

SHEPPARD, Herb (Stamford)

Design and Implementation of a Communications Network for Newington High School.

SPIEGEL, Leon (San Francisco)

Development and Implementation of a Continuous Progress Education Structure in a K-6 School.

STOVER, James (Dover II)

Planning and Implementing a Modified Full-Arena Student Scheduling System.

STRAUSS, Richard (Philadelphia II)

Initiating and Implementing a 6-12 Articulation Program.

A Staff Development Model Designed to Increase Student Proficiency in a 6-8 Middle School.

TANNER, Wendall (Douglas)

Developing and Implementing a Physical Fitness Program for Junior High School Utilizing a Peer Tutoring Model.

Developing and Implementing a Career Education Program for a Junior High School.

TURNBOUGH, Ted (Douglas)

Implementing a Criterion-Referenced Referral and Placement of Special Education Students in Fifteen School Districts Through Development and Application of an Administrative System. (ED 181694)

VALENTINE, Charles (Trenton)

A Program to Reduce Vandalism and to Improve Student Behavior at Vineland High School North.

WALL, Janet (Dover II)

The Design and Implementation of a New Concept for Delaware's Statewide Testing Program.

WHITE, Lillie (Chicago II)

Development and Implementation of a Program to Improve Student Attendance at Oglesby Elementary School.

WILLIAMS, Julian (Douglas)

Developing and Implementing Elementary Math Management a Cooperative Improvement System. (ED 160344)

Competency Based Education - A Component of a Results-Oriented Program of Effectiveness.

WILLIAMS, Melva (Chicago II)

Design and Implementation of a Classroom Observation System.

WINTER, Howard (Sacramento II)

Utilization of Private Pilot Training Syllabus to Improve Pilot Training.

WOLF, Russell (Emporia)

A Transportable Perceptual Model for the Improvement of Perception and Reading.

WRIGHT, Joseph A. (New Haven)

Implementing the Metric System: Grades K-6.

ZABRISKIE, Lois (Stamford)

Development and Implementation of a New Report Card.

ZOLLO, Felix (Boston II)

Reform, Redistribution, and Relief for Massachusetts Public School Districts Part I and II. (ED 170898)

SCHOOL ADMINISTRATOR EVALUATION OF PRACTICUMS

In January of 1980 we invited school administrators to evaluate selected practicums according to criteria which emphasized the impact of the practicum on the educational needs of children.

The thirty-three practicums reviewed by on-site observers represented work completed in twenty-one areas of the country (literally, from San Francisco to Boston, from Miami to Chicago). All observers were school administrators; none were involved in the Program. The administrators were nominated by participants, but corresponded directly and confidentially with the University.

Individual evaluations of thirty-three on-site reviewers are presented on the following page. The raw data sheets, of course, are available on request.

SCHOOL ADMINISTRATOR EVALUATION OF PRACTICUMS

Item	Tabulation of Responses				
	1	2	3	4	5
1. Need for the product or process created by the practicum (slight to broad)				2	31
2. Size of market served by the product or process created by the practicum (narrow to broad)			2	8	23
3. Educational benefits to the target group* (slight to demonstrably great)			1	3	28
4. Social significance of the practicum to the target clientele* (slight to great)	1		1	6	24
5. Applicability of product or process to other target groups (slight to demonstrably great)			2	8	23
6. Innovation in approach to the educational problem* (low to breakthrough)			2	9**	21
7. Cost effectiveness compared to competitive models* (excessive cost to cost effective)			1	2	29
8. Overall how do you rate the practicum as a contribution to educational practice? (low to high)			1	5**	27
9. If you were to take a position in another school system, would you want to implement the product or process in the new system? (no to definitely)			1	2	30

* Not all responded to this question.

** Rating given was between 4 and 5 (both circled) -- counted as a 4.

EDUCATION U.S.A.: 1980

Education U.S.A. is an integral element of the instructional program and is designed to attain a major goal of the National Ed.D. Program for Educational Leaders: to provide participants with a national perspective. Education U.S.A.: 1980 focused on the broad process issue: "Who shall get what?" In order to enhance participants' national perspective, with respect to this issue, the Program provided each participant opportunities to experience several dimensions of this issue. One dimension was "School Law;" a second was "Issues in Standardized Testing;" a third was "Competency-Based Education;" a fourth was "Grievance and Arbitration Procedures;" a fifth was "Contract Negotiations;" and a sixth was "Computer Technology." Substantive highlights of the Institute follow.

The first presentation was made on Friday, 18 July by Mr. William Raspberry. Mr. Raspberry is a nationally syndicated columnist and is based at the *Washington Post*. He spoke on the broad topic of the symbolic nature of testing when it is viewed in the context of pluralist aspirations. The "School Law" dimension was then introduced by Ovid Lewis (Dean: Nova University Law Center). In introducing this component of the Institute, Mr. Lewis provided a broad overview of the American legal system. Mr. Lewis was followed by the Evaluation study area Senior and Associate National Lecturers (Scriven, Holm, Jaeger, and Law) who introduced the "Issues in Standardized Testing" dimension. During this session participants reviewed background on and were oriented to the standardized testing debate; and, the question of to what extent can success in program be predicted by scores on standardized paper and pencil tests. The "Grievance and Arbitration Procedures" element was then introduced with a film entitled *The Monday Morning Absentee*. Participants then met in small groups (National Clusters) to discuss the probable outcome of the arbitration hearing with which the film ends.

On Saturday (19 July) morning, Neil Macy (Consultant in Education and Labor Relations) began the day with a session on "Grievance Language and the Grievance Procedure." This session was followed by sessions on "Grievance Process through Arbitration." In concurrent sessions, David Seeley (Director, New York City Public Education Associates) introduced the "Competency-Based Education" dimension with a session entitled "Using Competency Standards to Develop Public Confidence." Scriven and his associates then presented the second and third sessions of the "Issues in Standardized Testing" component of the Institute. The second session (small groups) focused on "Testing and the Nova Admissions Policy;" and, the third provided opportunities for questions and answers.

We turned our attention to the "Contract Negotiations" dimension on Monday, 21 July. The first three sessions were presented by Mr. Aubrey McCutcheon and his associates. Mr. McCutcheon is the Executive Director of Education Managers Lyceum in Detroit. These sessions, essentially, focused on background, language, protocol and conventions, and a ten clause (simulated) contract that was bargained. Mr.

McCutcheon gave an assignment which was carried out in the (evening) National Cluster sessions. Mr. McCutcheon was followed by concurrent sessions on "resumes and interviews" and "citizenship competence." The former sessions were presented by Jay E. Greene (President of Jay E. Greene School Personnel Consultants). The latter were presented by Judith Kies (Administrative Coordinator of the Basic Citizenship Competencies Project in Columbus, Ohio). The second element of the School Law component of the Institute was then presented by Mr. Arthur Lynch (Nova Law Center Professor). Mr. Lynch presented a session entitled "The Anatomy of a Trial."

The following (Tuesday, 22 July) morning, Mr. McCutcheon and his associates reviewed his previously given assignment and engaged participants in a "mock negotiations" experience. They then provided opportunities for questions and answers. This was followed by the first session of the "Computer Technology" dimension: "Computer Technology: The State of the Art" (presented by Mr. James F. Fryer, Administrator of Learning Resource Services for the Alameda [California] County Office of Education). Mr. Fryer was followed by the third element of the "School Law" component, a "legal case study" that was presented by Bruce Rogow (Nova Law Center Professor).

The "School Law" component was completed on Wednesday, 23 July morning. Concurrent sessions entitled "Legal Precautions" and "Preparing the Defense" were presented by Ms. Marianna Smith (Nova Law Center Professor) and Mr. Thomas Panza (University counsel). Each National Cluster spent approximately forty minutes in hands-on sessions presented by Radio Shack personnel (headed by Mr. Wayne Rayburn). Mr. Rayburn is the Divisional Educational Sales Coordinator for Radio Shack's Southeastern Division. Running concurrently with the Radio Shack sessions were the final sessions of the "Competency-Based Education" and the "Computer Technology" components. The former component of the Institute was wrapped up with three presentations by Mr. William Spady (Associate Executive Director: American Association of School Administrators and Director: National Center for the Improvement of Learning). Mr. Spady presented the notion that competency-based education and constrained versus expanded opportunity structures may be related. The latter component was brought to closure by Ms. Sue Tally. Ms. Tally is the Lead Instructional Coordinator of the Minnesota School Districts Joint Board. Her presentation was designed to demonstrate that certain pitfalls may be avoided as one installs and uses computers in schools. She then (in small groups) demonstrated applications for the Apple II computer. Later, superintendents representative of the Florida Educational Leadership met with participants in small groups. The superintendents explored the solving of educational problems in terms of settings, strategies, efforts, and solutions.

Participants were given opportunities to evaluate this Institute and to discuss Program concerns on Thursday (24 July) morning.

EDUCATION U.S.A.: 1981

Education U.S.A. (the Summer Institute) seeks to enhance the national perspectives of Institute participants. Education U.S.A.: 1981 focused on "Educational Problems and Solutions in the 1980's;" and was designed to expose Institute participants to several dimensions of that focus. These dimensions included: bilingual education, the brain (and some implications for education), the decision seminar (a citizen involvement procedure), school finance, educational research and development, and issues and trends (e.g., school closings, and educational vouchers).

The keynote address was made on Sunday (2 August) by Dr. Robert F. Alioto, Superintendent of the San Francisco Unified School District. He took "Problems Facing School Administrators in the 1980's" as his theme. Following his address, Institute participants divided into small groups to discuss major themes that had been raised by the keynoter with one of five California Superintendents. Dr. Alioto was introduced by Dr. Donald Johnson, Superintendent of Schools in Sausalito, California. Other Superintendents, including Mrs. Lillian C. Barna (San Jose), Dr. Ramon Cortines (Pasadena), Dr. Tom Giugni (Sacramento), Dr. Thomas L. Goodman (San Diego), and Dr. Fred J. Stewart (San Juan), participated.

On Monday (3 August) Institute participants were welcomed to San Francisco by the Honorable John Molinari (President of the San Francisco Board of Supervisors). Mr. Molinari was introduced by Dr. Virgil Hollis, Superintendent, Marin County, California.

Mr. Molinari was followed by the Director's Report. Dr. Stroufe took "The Practicum in the Sky" as his theme. A second morning session featured Dr. James Guthrie's address: "Environment for School Finance Policy for the 80's." This presentation was followed by small group discussions of demographics (Dr. Guthrie), economics (Dr. John Gemello), and social factors (Dr. Robert Singleton).

Small group discussions of state-specific fiscal problems were then led by Executive Directors of School Administrator Associations from selected Western States: Dr. Charollene Coates (South Dakota), Dr. Jack Jones (Idaho), Dr. Jesse Long (Montana), Dr. James McAllister (Arizona), Dr. Earl Nunn (New Mexico), Dr. James E. Slezak (California), and Dr. Doyle Winter (Washington). At a later session, these individuals discussed other state-specific educational problems.

The Decision Seminar, a model for citizen involvement was then introduced by Dr. Rodney Muth: a Professor in the School of Education at Fordham University (New York City).

Tuesday morning Dr. Muth, assisted by Dr. Robert Perry (Associate Superintendent for Human Resource Development: St. Louis, Missouri) and Dr. Myron Puckett (Executive Director, San Francisco Center for Public Education), continued with the Decision Seminar. That

afternoon Dr. Richard Restak presented the first of a two part lecture on "New Understandings of the Brain: Implications and Challenges for Educators." He was followed by the final School Finance session of the Institute during which "How Factors that Shape School Finance Policy Impact on Equity, Efficiency and Liberty" was discussed.

Wednesday (5 August) began with Part II of Dr. Restak's lecture. During the next session a broad spectrum of problems and issues including bilingual-education-related research, development, technical assistance, implementation and the law was targeted. Leadership was given by Dr. Domingo Dominguez (Director of the Southwest Educational Development Laboratory's Division of Bilingual and International Education in Austin, Texas). He was assisted by Dr. Stephen Jackson (Inter-Cultural Development Research Association: San Antonio), Attorney Peter Roos (Mexican-American Legal Defense Fund: San Francisco), Dr. Flora Ortiz (University of California at Riverside), and Ms. Linda C. Wing (Director of the Asian-American Bilingual Center: Berkeley, California). The final Decision Seminar activity followed. Wednesday afternoon began with four concurrent bilingual education consultation sessions. These concurrent sessions were followed by a "wrap-up" session during which Ms. Wing summarized and synthesized the Bilingual Education component of the Institute.

On Thursday (6 August) morning, Institute participants traveled to the Far West Laboratory for Educational Research and Development to be briefed. Thursday afternoon eight graduates 1) recapitulated their practicum experiences, 2) discussed post-practicum outcomes and analyses of those efforts, and 3) discussed ways in which their practicum experiences modified their approaches to solving problems. The graduates (and clusters) who participated were Drs. Batchelder (Fairfield II), Faiola (San Francisco), Jenkins (Los Angeles II), Lile (San Francisco), McElligott (San Francisco), Sellaro/e (San Francisco), Thompson (San Francisco) and Wall (Dover II).

Friday (7 August) began with President Fischler's presentation entitled "The Administrator's Responsibility for Problem Solving." Four small group and concurrent sessions were convened during which strategies designed to solve specific kinds of educational problems (i.e., school closing) were discussed. These groups were led by Dr. Virgil Hollis, Dr. Mark Shedd (Commissioner of Education: Connecticut), Dr. William Shine (Superintendent of Schools: Cherry Hill, New Jersey), and Dr. Donald Thomas (Superintendent of Schools, Salt Lake City, Utah).

The final Friday afternoon session featured Dr. James Shaver (Utah State University: Logan, Utah) who spoke on "Educational Research and the Problems and Solutions of the 80's: Research and the Prescription of Practice."



Nova University

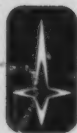
Center for School Leadership Development

**National Ed.D. Program for Educational Leaders
1982-83 Bulletin**



Center for School Leadership Development

National Ed.D. Program for Educational Leaders
1982-83 Bulletin



Nova University

Nova University is chartered by the State of Florida and accredited by the Southern Association of Colleges and Schools. Nova University admits students of any race, color, and national or ethnic origin.



The growth of Nova University as a dynamic, mission-oriented educational institution has been coupled with an intensive search for strategies designed to make each of its courses of study maximally responsive to individual human needs. Hence, Nova University continues to press forward in seeking solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness and personal awareness.

Alexander Schure
Chancellor

Having entered its second decade, Nova University is beginning to see the impact that its graduates are having the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals; and evidence is being collected which indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

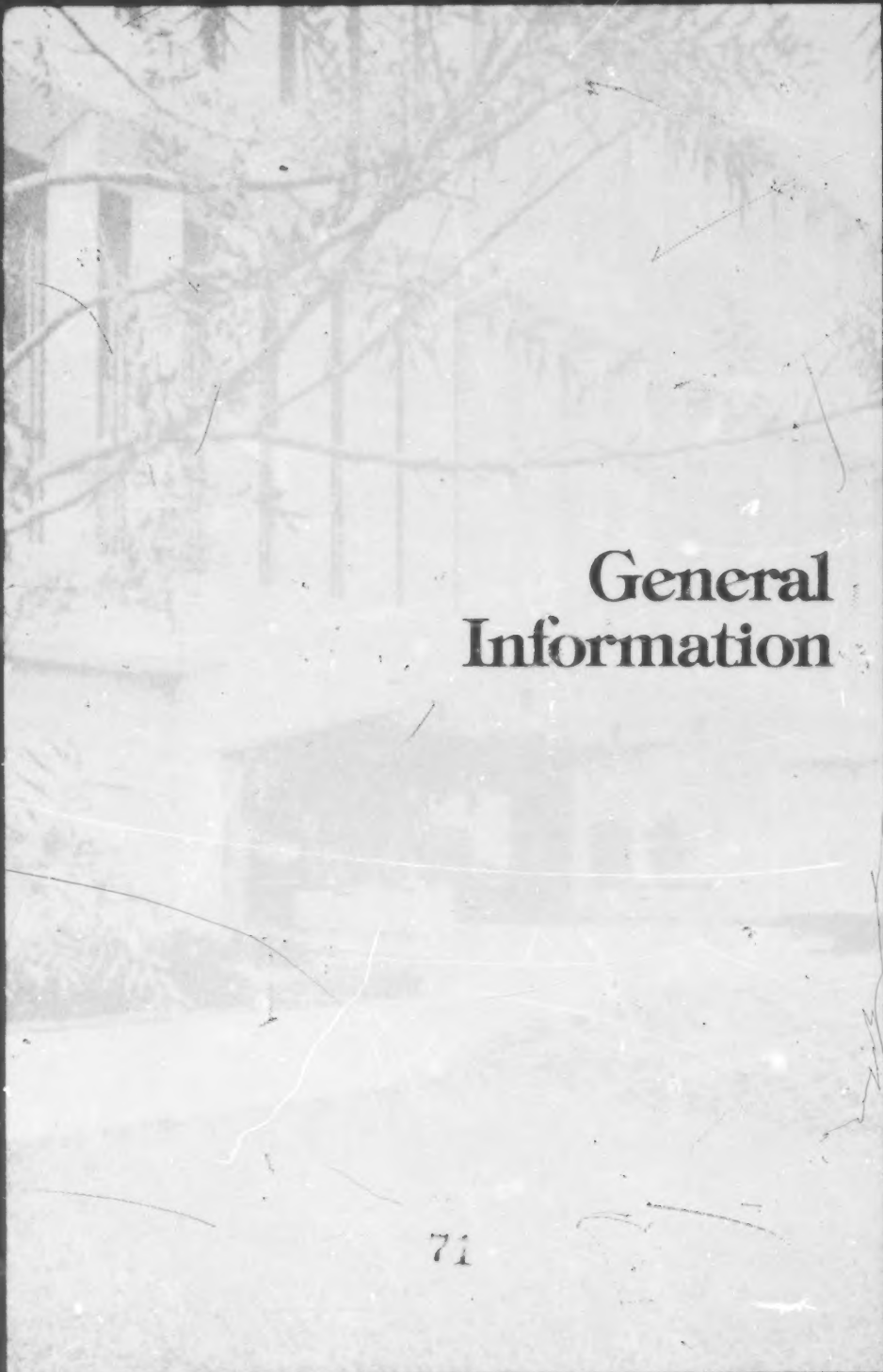
Independent education must continue to be responsive and adaptable to the varying needs of potential students if it is to represent a true alternative to the tax-supported sector. Nova University is committed to maintaining quality at the same time it is meeting these needs.

Abraham S. Fischler
President



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General Information

Founded in 1964, Nova University is an independent university which is non-sectarian, non-profit and racially non-discriminatory.

Unusual among institutions of higher education, Nova is a university for all ages. Nova College provides undergraduate education. Numerous graduate programs in a variety of fields provide master's, doctoral, and post-doctoral education. Also, non-degree, continuing education programs are offered. The University School, a demonstration school, serves children from pre-school through seniors in high school.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, non-profit institution, with campuses in Manhattan and Old Westbury, Suffolk County, Long Island. This mutually beneficial relationship permits each institution to draw on the personal and physical resources of the other, giving maximal benefit to the students of each and to society in general.

With students studying in Florida and in 20 states, Nova University is a university of national scope.

Accreditation Nova University is accredited by the Southern Association of Colleges and Schools.

Campus and Off-campus Locations The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-95 and Florida's turnpike.

The Center for the Study of Law is located at 3100 S.W. 9th Avenue in Fort Lauderdale.

Nova University at Coral Springs is located at 3501 University Drive. Degree programs, non-credit courses, and cultural events that serve the residents in north Broward County and in Palm Beach County are held in Coral Springs.

The Oceanographic Center is located on the south side of the marine entrance to Port Everglades at 8000 North Ocean Drive, Dania, Florida.

Many Nova University students attend classes on the main campus, at the Law Center or at Coral Springs. But consistent with its educational mission to provide educational opportunities to adult students wherever they may be, Nova offers degree programs and continuing education experiences at off-campus centers locally, throughout Florida, across the United States, and in foreign countries.

With the New York Institute of Technology, Nova University maintains an office in Washington, D.C. It is located at 1511 K St., N.W. Suite 624.

**National Ed.D. Program
for Educational Leaders**

Purpose and Overview of the Program Our goal is to improve the nation's schools. The means to the goal is to improve the leadership skills of school administrators through an innovative doctoral program consisting of study, assessment, and action.

In designing a program to meet the needs of school administrators, Nova was guided by several overall considerations. First of all, it was Nova's intention to develop leadership skills that would be applied immediately to the solution of real problems in the schools. A major objective was to create a program for the exploration of new approaches to the improvement of elementary and secondary schools. It was felt that there should be a focus on real-life situations and school problems. Another objective was to mitigate the localism characteristic of persons associated with many schools and universities.

While the goals of the Nova program are similar to those of some "traditional" programs, the methods developed to attain them are different. Traditional programs take their students out of the very school setting they seek to improve. That has been one of the underlying reasons for the irrelevance of most university programs to the urgent question of educational leadership. Nova decided not to go along with the usual practice of isolating students from real-life situations. Nova brings the resources of the campus to the student. This permits participants to formulate a pattern of study and pursue their degrees at a pace harmonious with their job responsibilities. It also brings national resources to the local community in a way no local program can.

The basic design of the program permits participants to work alone and with colleagues organized into local clusters. Outstanding scholars and practitioners drawn from universities and educational systems all over the

country provide a national point of view through systematic interaction with participants, colleagues, and lecturers from other areas and backgrounds. Annual summer meetings called Education USA bring participants together for exchanges with one another, Nova staff, academicians from other disciplines, and leaders in the political world. There is no equivalent in American education to Education USA in addressing the problem of provincialism among school administrators.

School leadership requires a broad knowledge of social, political, and economic forces at work in the society. Too narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. A program has therefore been fashioned that brings expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the roles of administrators in the school system. Practicum projects focusing on actual problems within the sphere of influence of the individual participant are also an innovative and essential part of the program. The school systems in which Nova participants are administrators constitute a national laboratory in which practicum projects are explored, tested, implemented, and evaluated.



GERALD SROUFE
Program Director

Leadership is a central focus of the program. To address this concept in a meaningful way the program has invested heavily in the development of a procedure for evaluating the leadership attributes of participants. The Educational Leadership Appraisal (ELA)TM system has been especially developed by Educational Research Corporation of Watertown, Massachusetts, to provide such an analytical tool. This appraisal system has proven to be without built-in bias on any known dimension—age, sex, ethnicity, or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study area. In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, adding to the base of information on educational leadership, and formulating programs for school administrators.



DORI LUNSFORD
Administrative Assistant



FLORENCE MAZZEI
Senior Secretary

Participants and the Cluster Concept

PARTICIPANTS—Since 1972 the term “participant” has been used to refer to administrators admitted to the National Ed.D. Program for Educational Leaders. The term was chosen to demonstrate our aspirations; it has been continued because it reflects the spirit of cooperative learning characterizing the program and is descriptive of the relationship of “students” to the program. As is noted elsewhere, participants are typically in their 40’s and have responsible positions in education. They expect, and are encouraged to expect, to participate fully in all dimensions of their graduate experience: educational, social and political, historical and developmental.

LOCAL CLUSTERS—The local cluster is a key organizational and educational component of the program. Physically, a cluster is the cohort of about 25 administrators, living and working in proximity to one another, who enroll in the program at a given time. Educationally, the cluster is a cohort of administrators organized to share their professional expertise, to provide social support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

The local cluster meets formally with the National Lecturer as scheduled and with program staff and local resource people as arranged over the three years of the program. With the budget provided, the local cluster provides an identity in the area and a reference point for participants, and others. To facilitate the pedagogical and social goals related to cluster concept, admission is closed once the cluster begins.

CLUSTER COORDINATORS—Every cluster is under the direction of a coordinator who provides overall direction and, especially at the outset, forceful leadership to the cluster. The coordinator serves many roles: ombudsman for participants, liaison with the program staff and National Lecturers, identifier of local resources, stimulator of cluster activities, and, generally, executive secretary of the cluster.

Since leadership cannot be developed without the experience of responsibility through decision-making, Nova regards participant control of cluster activities as an important goal. The coordinator serves as an expeditor and motivator of participants. But he or she continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants. As it becomes feasible, for example, he or she turns over responsibility to participants for the budget, direction of the study program, self-evaluation, and program evaluation.

Operating Clusters and Coordinators

CLUSTER	START DATE	CLUSTER COORDINATOR	CONTACT
Atlanta, Georgia II	April 29, 1979	Harold T. Daniel—Administrative Consultant, Cooperative Educational Service, Griffin, Georgia.	Route 2, McDonough, GA 30253. (404) 957-4752.
Callahan, Florida	October 25, 1980	Julian Williams—Asst. Superintendent. Coffee County Schools, Douglas, Georgia.	P.O. Box 1227, Douglas, GA (912) 384-5119.
Charleston, South Carolina	October 25, 1980	Charles Hirshey, Citadel University, Charleston, South Carolina	21 Charing Cross Road, Charleston, S.C. (803) 556-5204
Chicago, Illinois III	October 20, 1979	James G. Moffat—Chicago Pub. School System, Chicago, Illinois.	6727 N. Loren, Chicago, IL 60646. (312) 641-4945.
Dade Broward, Florida	April 12, 1980	Bert M. Kleiman—Director of Secondary Schools, Dade County, Florida.	14321 S.W. 77th Avenue, Miami, FL 33157. (305) 642-7555.
East Bay, California	October 21, 1978	Edward L. Bispo—Administrator, Special Projects Unit, Secondary Division, Calif. State Department of Education.	4348 Galewood Way, Carmichael, CA 95608, (916) 967-0992.
Lincolnton, North Carolina	April 22, 1978	Alvin R. Hooks—Professor of School Administration, Appalachian State University, Boone, North Carolina.	Appalachian State University, Boone, N.C. (704) 262-2214.
Maryland II	June 23, 1979	Eugene M. Karol—Superintendent Calvert County Public Schools, Prince Frederick, Maryland.	P.O. Box 627, Prince Frederick, MA 20678. (301) 535-1700.

Phoenix, Arizona	October 27, 1979	Marion Donaldson—Education Consultant, Scottsdale, Arizona.	7665 Montecito Avenue, Scottsdale, AZ 85251. (602) 945-2441.
Phoenix II Arizona	April 30, 1981	Marion Donaldson—Educational Consultant, Scottsdale, Arizona.	7665 Montecito Avenue, Scottsdale, AZ 85251. (602) 945-2441.
Robeson, North Carolina	April 1, 1981	Alvin R. Hooks—Professor of School Administration, Appalachian State University, Boone, North Carolina.	Appalachian State University, Boone, N.C. 28608 (704) 262-2214.
San Antonio, Texas	April 4, 1981	Dwain Estes—Executive Director Educational Service Center, Region 20, San Antonio, Texas.	1314 Hines Street, San Antonio, TX 78208, (512) 271-7611.
Springfield, Massachusetts	April 12, 1980	Neil Macy—Ed & Labor Relations Consultant, Bloomfield, Connecticut.	10 Mallard Drive, Bloomfield, CT 06002. (203) 242-7287.
South Park II, Pennsylvania	April 11, 1981	Robert S. Platt—Director of Elementary Education for the South Allegheny in Pennsylvania.	1713 Port Vue Avenue, McKeesport, PA 15133. (412) 672-4688.
Trenton, New Jersey	April 16, 1977	Crosby Copeland, Jr.—Principal, Trenton High School, Trenton, N.J.	92 Lanning Avenue, Trenton, NJ 08618. (609) 882-4797.
Wilmington, Delaware	October 14, 1978	J. Howard Hunt—Salem County Superintendent, Woodstock, N.J.	Department of Education, P.O. Box 98, Woodstock, NJ 08090. (609) 769-2700.
Williamsport, Pennsylvania	October 21, 1978	Harry I. Sharp, Jr.—Superintendent, Ridgeway Area Schools, Ridgeway, Pennsylvania.	P.O. Box 590, Ridgeway, PA 15853. (814) 772-4488.
Williamsport II Pennsylvania	April 25, 1981	Harry I Sharp, Jr.—Superintendent, Ridgeway Area Schools, Ridgeway, Pennsylvania.	P.O. Box 590, Ridgeway, PA 15853. (814) 772-4488.

Cluster Coordinators



EDWARD L. BISPO
East Bay, California



CHARLES HIRSHEY
Charleston, South Carolina



HAROLD T. DANIEL
Atlanta, Georgia II



ALVIN R. HOOKS
Lincolnton, North Carolina
Robeson, North Carolina



MARION DONALDSON
Phoenix, Arizona
Phoenix II Arizona



J. HOWARD HUNT
Wilmington, Delaware



DWAIN ESTES
San Antonio, Texas



EUGENE M. KAROL
Maryland II



BERT M. KLEIMAN
Dade Broward, Florida



JULIAN WILLIAMS
Callahan, Florida



NEIL MACY
Springfield, Massachusetts



JAMES G. MOFFAT
Chicago, Illinois III



ROBERT S. PIATT
South Park II Pennsylvania



JAMES A. JOHNSON, JR.
Director of Instruction

Study Areas The need for school administrators to have a broad understanding of the complex problems faced by schools and society was critical to the selection of the specific substantive study areas required by the Nova Ed.D. Program. The eight required substantive study areas were also chosen in order to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, it is stressed that this

element of the instructional program may not be appropriate for all persons seeking graduate preparation. Those, for example, who are interested in careers as basic researchers or specialists in educational technology will find that other graduate programs are more appropriate to their needs.

The eight substantive study areas deemed necessary to the professional development of school administrators are: Appraising Leadership in Education, Curriculum Development, Education Policy Systems, Evaluation, Finance, Management and Supervision, Research for Improving Schools, and Resource Management: Utilizing Resources for Improving Education. Each study area was conceived to present a perspective rooted in traditional disciplines and to provide breadth and interdisciplinary understanding. Within the eight substantive areas, many related topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each substantive area is considered from the local, state, and national point of view, and each is sufficiently flexible to accommodate special objectives of individual participants. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussion.

National Lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Nova Director of Instruction the Senior National Lecturer in each subject area designs his or her own program of study, selects and monitors the performances of Associate Lecturers, and evaluates participants. Each study area includes three months of formal



ELAINE LIVINGSTON
Assisting the Director of Instruction



ELLEN SCHECHTER
Secretary

instruction. Formal instruction is conducted in day-long, intensive seminars under the general direction of the Senior National Lecturer who conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and sub-cluster work precede and intervene between the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.

Presentations are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the lectures include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

Participants are evaluated on the basis of examinations, projects or papers, and must pass in all eight study areas. If a participant does not succeed in satisfying lecturer requirements on the first attempt, additional opportunities to earn a passing grade are provided under direction of the Senior National Lecturer.

ALTERNATIVE EVALUATION PROCEDURE—Once two attempts to satisfy study area requirements have been unsuccessful, the participant is entitled to try to succeed through performance of an Alternative Evaluation Procedure (AEP). However, this option is available for no more than two of the eight study areas. Once an AEP has been used for two study areas, the procedure is no longer available.

Participants wishing to take advantage of this procedure must propose to the Director of Instruction, in writing, an activity by which they may demonstrate their competency within a given study area. The proposal outline, generally one or two pages in length, must specify what is to be done and within what time period. It must provide a rationale for the activity as a reasonable means of demonstrating competency within the study area.

The outline serves as a basis for developing an understanding between the Director of Instruction and the participant. This understanding takes the form of a formal proposal. Once it has been approved, in writing, the participant may proceed.

When the AEP has been completed, it is submitted to an outside evaluator selected by the Director of Instruction; the lecturers for the relevant study area are not utilized for this purpose. Thus, a totally independent judgment is made as to the participant's competency in the area. The judgment made by the outside evaluator is reviewed by the Director of Instruction, who makes the final decision.

APPRAISING LEADERSHIP IN EDUCATION



ALLAN B. ELLIS
Senior National Lecturer

General Description. While every facet of the National Ed D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimensions. The purposes here are to encourage, among the participants, the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; the study of the nature of leadership as portrayed by selected leaders within and outside the domain of education.

Instructional Methods and Materials. The primary mechanism for accomplishing this highly personal self-examination by each participant of his or her own leadership proclivities is a system called Educational Leadership Appraisal (ELA)TM. ELA is a system consisting of a set of leadership dimensions, a comprehensive collection of problems, exercises, situations, simulations, and the like based on these dimensions, and a carefully established procedure for observing and rating leadership performance on these dimensions. Prior to meetings with the National Lecturers, each participant will perform various ELA exercises. Then a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise to the end that each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary to performing a rich self-appraisal.

Discussions, readings, analyses of transcribed interviews with selected national leaders, laboratory-like training sessions, and small group projects are the other activities in which the lecturers and the participants will engage.

Evaluation Process. The National Lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is

the responsibility of the participants themselves. Rather, evaluation will center on the participant's ability to observe and support judgments of the leadership behavior of others, the scope and detail of the self-appraisal, the quality of proposed strategies for personal development, and the depth of analysis of readings and transcriptions.

• Associate Lecturers: Beth T. Lowd; Richard Willard.

CURRICULUM DEVELOPMENT



LOIS J. RUBIN
Senior National Lecturer

General Description. The study of curriculum is designed to familiarize participants with the various principles, generalizations, and issues related to instructional content. Emphasis is placed on alternative philosophies of educational purpose, differing teaching methodologies, and various approaches to organizing instruction. In addition to a general review of basic learning theory, the participant has an opportunity to develop a fundamental understanding of the relationship between societal and educational change, the processes by which educational change takes place, and the ways in which attitudes, beliefs, and values of teachers influence the curriculum. Affective and humanistic education, computer-assisted instruction, educational accountability, early childhood education, and other movements in the forefront of education are covered. Similarly, issues relating to the architecture of the reform itself are examined. As these issues are treated, considerable effort is made to relate theory to practice so that the underlying ideas take on functional utility. Finally, the interactions of the curriculum and the school's responsibility for socialization are analyzed. The society is in flux. New values are replacing old ones. Different life styles are evolving. Wise men and women disagree as to what knowledge is most worthwhile. As a consequence of these conditions, curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the student's study.

Instructional Methods and Materials. Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship

between teacher in-service education and curriculum modification. Working with the study guide and representative texts and articles from the professional literature, the participant gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and paraprofessional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavior objectives characterize curriculum planning? These and other questions are pondered, in both a theoretical and pragmatic context. During the work sessions with National Lecturers, time is divided between formal presentations and teacher-participant interaction.

Evaluation Process. Evaluation tools include several informal devices and a final examination. In preparing for this examination, participants are encouraged to work with one another to take advantage of resources inherent in the cluster.

Associate Lecturers: Elliot W. Eisner, James B. MacDonald

EDUCATION POLICY SYSTEMS



LAURENCE IANNAÇCONE
Senior National Lecturer

General Description. The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the political aspects of education as a political phenomenon. It seeks to give participants analytic skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the

school administrator. Concepts such as political symbolism, access and influence, as well as American federalism, are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micro-political systems of education. Leadership roles within the general arena of education politics are also discussed.

Instructional Methods and Materials. National Lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet Congressmen, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

Evaluation Process. The standard evaluation of participants' competency is based on (1) a two-part examination requiring demonstration of substantive knowledge, and (2) preparation of a paper that requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.

Associate Lecturers: Louis Masotti; Frederick M. Wirt.

EVALUATION



MICHAEL SCRIVEN
Senior National Lecturer

General Description. This study area seeks to increase the participant's knowledge of the tools and procedures of educational evaluation and to persuade him or her to make greater use of them. One of the school administrator's major responsibilities is to evaluate and to cause others to evaluate. Evaluation is

the control mechanism of education. The presupposition of the study area is that every significant decision of an administrator is based on evaluation and that almost every decision would be improved if it were based on better evaluation. For purposes of the study area, the administrator has been conceived of as a consumer of evaluative information. In other words, the skills needed are those of a user of evaluation, a customer of evaluators, rather than those of a specialist evaluator.

To provide the skills necessary for a consumer of evaluation, the study area covers a wide range of questions. Needs assessment, for example, is an important part of evaluation. Also important are various organization skills, including the ability to create and monitor ongoing evaluation programs. Interpersonal skills are needed in working with consultants, students, and faculty. It is also necessary to deal with such diverse elements of the education enterprise as curriculum, federal projects, and institutions.

Instructional Methods and Materials. The study guide, readings, and presentations of National Lecturers focus on understanding and skill development necessary for educational leaders. The study guide provides many illustrations, pretests, and sample questions to direct the participants' reading and to encourage self-monitoring. In order to direct study and assist the lecturers in working with each cluster, prepared exercises are required in advance of each lecture. Examples used for discussion and examination are taken largely from a pool to which participants contribute. One of the seminars is a true workshop concerned principally with working examples and skill development on the theory that the doctor should try out his own medicine. All seminars are aimed at providing a good grasp of the basic language, concepts, and techniques in the field rather than highly technical methodology. Approximately one-third of the study area is devoted to the quantitative aspects of developing skills in understanding, interpreting, and acting on evaluative information.

Evaluation Process. Judgments about the merits of participants' performance in this area are gained by means of a two-part evaluation. The first part is a take-home project in designing an evaluation. The second is a comprehensive examination requiring demonstration of an integrated understanding of the concepts and issues of evaluation.

Associate Lecturers: Brian Holm; Richard M. Jaeger; Alexander Law.

FINANCE



JAMES W. GUTHRIE
Senior National Lecturer

General Description. This study area might more accurately be described as the economics of education. It covers such traditional concerns as sources of revenue, taxation policy, and minimum foundation programs. But the introduction of new forces into the school finance arena has demanded an approach that goes far beyond traditional concerns: the design of this study area takes advantage of the turmoil in the field. The overall purpose is to enable school administrators to understand the state and federal government arrangements from which local schools draw resources. Beyond that, an effort is made to acquaint administrators with contemporary school finance issues so that they can communicate more effectively with the public and with state and federal-level policy-makers with whom they would like to exert influence. Analytic tools and substantive information are drawn from economics and constitutional law. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an essential element. The study area analyzes, intensely, the school finance arrangements of particular states of special interest to the cluster in question. Time and reading are devoted to consideration of such topics as the returns to society from investment in schooling, the relationship between cost and educational quality, equal protection suits, and the relationship of school finance to overall public finance problems such as tax policy. School finance reform proposals are also discussed — among them, "Full State Assumption" and "District Power Equalizing."

Instructional Methods and Materials. In dealing with this volatile subject, a blanketing approach is used. In addition to presentations from three National Lecturers, participants are provided with a series of readings in economics and finance and a study guide consisting of both written materials and audio tapes. A set of ten audio cassettes presents the views of various authorities on current topics. Together these materials provide a variety of perspectives on rapidly changing situations and clarifications of central economic concepts. They are augmented by local consultants recruited by the local cluster.

Evaluation Process. A competency examination given at the end of the three-month module constitutes the primary mode of evaluation. Participants are also required to demonstrate in other ways sophistication in communicating with both lay public and finance experts about the effectiveness of present fiscal systems and trade-offs involved in various reform proposals.

Associate Lecturers: John M. Gemello, Robert Singleton

MANAGEMENT AND SUPERVISION



HARVEY SCRIBNER
Senior National Lecturer

General Description. This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in preference to "administration" because they focus on the responsibility of school administrators to direct school resources to the improvement of childrens' education and because the National Lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They also devote attention to examining intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and learning theories by which human maturation stems from self actualization. Decision-making skills such as planning technology, and information systems form one focus of the study area which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support are given thorough consideration, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management and staff development are discussed under this heading. The National Lecturers assist participants in gaining a perspective on the functions of management and supervision, the

variety of theoretical and pragmatic approaches, and possible futures for supervisors and managers in education. Three contemporary issues of management and supervision are discussed: (1) organizational constraints and innovative strategies; (2) supervision and personnel management; and (3) budgeting and control systems. Clusters are encouraged to involve local resource people in specific concerns such as parent participation and mandated accountability programs.

Instructional Methods and Materials. The National Lecturers are experienced-school administrators who have demonstrated that they can mobilize research and stimulate change in educational systems. They raise questions about alternative leadership roles available to participants by discussing large management and supervisory issues such as decentralization, planning and budgeting systems, citizens' counsels, and collective bargaining. Selecting from a broad range of management and supervision topics, each participant signs on to master units representing certain skills. By requiring each participant to declare self-expectations and by requiring each cluster to make decisions about the contributions of the National Lecturers, the Management and Supervision study area makes explicit the joint responsibility of participant, cluster and lecturer in the Nova Ed. D. program of instruction.

Evaluation Process. Participants are required to demonstrate ability to provide sophisticated analyses of actual management and supervisory decisions in which they have been instrumentally involved.

Associate Lecturer: Ulysses Van Spiva; Gordon L. McAndrew.

RESEARCH FOR IMPROVING THE SCHOOLS



GERALD E. SROUFE
Senior National Lecturer

General Description. Among those responsible for the success of the American education enterprise exist two groups of dedicated and competent professionals: school administrators and school researchers. They appear to have similar concerns, often focusing on the same problem at the same time. However, they do not

work cooperatively on resolving problems, for the most part, they ignore one another.

There are multiple reasons why research has so little impact on education: some are definitional, some are methodological, some are political. However, the principal reason is the absence of a viable linkage system among researchers and administrators. The central objective of this area of study is to foster perceptions, skills, and behaviors that will make school administrators active partners in the effort to improve the schools through research.

Development of an administrator-researcher partnership requires, at least, that administrators understand the research establishment, and become familiar with principal values and symbols of researchers. It requires, also, that they develop skills necessary to become active consumers of research, such as ability to criticize existing research in terms of problem definition, methodology, reporting and appropriateness. Finally, becoming an active partner requires overt steps to develop an on-going relationship with the research community, to develop skill at defining problems and identifying necessary research information, and development of a role definition which incorporates such a partnership.

Instructional Methods and Materials. While a good deal of reading and reflection is required, involving a fugitive literature as well as standard texts, the study area is designed around activities. Many of the activities are designed to be accomplished by small groups of participants over the duration of the study period.

Assignments are designed and sequenced to require that the topics of Research for Improving Schools, and questions related to this general topic, be in the forefront of the thoughts of the participants as they pursue their daily administrative activities.

The study area is atypical in that instruction is provided entirely by Nova staff (not counting individuals involved by the cluster as local resources). This staffing pattern is designed, in part, to serve system needs such as increased interaction among participants and central staff, and facilitating problem identification and information access, two skills related to the practicum process.

Evaluation Process. Opportunities are provided for participants to demonstrate skills in criticizing research, in gaining access to research studies, and in understanding research relevant symbols and techniques. Also, participants will be expected to demonstrate ability to formulate problems and to articulate dimensions of an administrator-researcher partnership. Participants will be expected, also, to demonstrate development of active engagement with researchers, and research associations. Evaluation is

based on a composite score for performance across a variety of activities, including some tests, rather than a single examination.

Associate Lecturers: James A. Johnson; David S. Flight.

RESOURCE MANAGEMENT: UTILIZING RESOURCES FOR IMPROVING EDUCATION

MARIO D. FANTINI
Senior National Lecturer



General Description. Traditionally, resources for educating children have been narrowly conceived. There have been exceptions, but managing educational resources has been defined exclusively as utilizing public funds in classrooms and schools. Allocation of existing resources within this narrow framework remains a major task of school administrators. But educational leadership today requires specific attention to developing broader concepts of resource management aimed at improving the effectiveness of student learning. This study area asks participants to rethink the role of public schools within a comprehensive framework in which education is seen as an integral part of an overall community human service system with a focus on providing resources necessary for children and youth to learn. For purposes of this study area, the school is viewed as one part of a comprehensive system of education within the community. Educational leadership as a catalytic agent for mobilizing resources within and without the school on behalf of learners is examined. Administrators have considerable opportunity to exercise leadership roles in identifying and integrating resources of the school and community for improved learning. This study area explores contemporary concepts such as optional learning environments, vouchers, alternative schools, community education, volunteerism, human services, and schools without walls, together with issues and procedures in resource development and application. Special attention is given to the educational, economical, political, and legal implications. Assumptions about the one-role view of school administrators are analyzed and alternative perspectives are considered. The National Lecturers promote an awareness of the range of human and material resources available and

indicate how they can be used and evaluated. Major plans aimed at linking resources to the educational needs of students are studied. Alternative leadership roles are also considered within a range of possible professional roles to help participants develop their personal administrative styles as resource managers.

Instructional Methods and Materials. The bulk of the assigned readings explores operating systems of resources that appear to hold promise and systems still in the design stage. Resources in local school systems are explored through cluster activities. Participants themselves design plans focusing on new dimensions of resource utilization aimed at improving education in specific settings. Such plans may involve new conceptualization of potential resources, the working of linkages between schools and other public and private agencies, and attention to new sources of financial support. Proposals affecting educational directions and resource utilization are assessed. Individual and group activities are used as well as media presentations.

Evaluation Process. Participants are expected to demonstrate competency in resource management, including instructional relationships between the schools and agencies in their communities, to reflect critically on their effectiveness in accomplishing this task, and to relate the implications to public policy issues at the national level. They demonstrate such competency by identifying the range of resources available in their schools and communities; developing and implementing "mini-delivery systems" by advising policy makers on the strengths and weaknesses of proposed plans and by analyzing their own stances as resource managers and leaders.

Associate Lecturers: Allen Calvin; Audrey Hoss



DAVID S. FLIGHT,
Director of Practicums

Practicums A series of practicum projects parallels the sequence of Study Areas as a basic component of the Ed.D. Program for Educational Leaders involving participants throughout their three years of doctoral work. Practicums are problem-solving interventions within the work settings of the participant administrators who must plan, execute, and evaluate them. These projects must be designed to result in documented educational improvements within

the school systems where they are conducted, whether those systems are defined as classrooms, building units, or entire districts. They must also be

planned to result in demonstrated competence on the part of the Nova participants in executing the essential and complex tasks demanded within the structure of the practicum process.

A systematic needs analysis marks the initiation of practicum planning activity. As the definition and dimensions of the problem become clear, a thorough review of research literature is begun and continues throughout the life of the project as reference is made to scholarly works on substantive aspects of the problem as well as on methodological issues bearing on such matters as solution formulations and outcome assessments.

After the basic framework of the project has been delineated in consultations with practicum faculty advisers at Nova, participants prepare a formal, written proposal including detailed sections on problem definition and analysis, anticipated outcomes of intervention activity, the conceptualized solution strategy, the implementation design, and the evaluation system to be used. Upon receiving faculty approval of their proposed projects, participants then put their plans to the test as they embark on the action component of their work. Such action may span nine months to a year or more during which time the project managers must monitor activity flow, adjust plans to accommodate unanticipated events, and remain in periodic contact with University personnel. Following the conclusion of practicum activity and evaluation of outcomes, participants prepare reports of their accomplishments from the formulation of plans to the analysis of results. These documents are addressed to practitioners, must be scholarly in presentation, and are selectively available through the Educational Resources Information Center or the School Practices Information File.

INSTRUCTIONAL PROCESS AND MATERIALS—As they enter the doctoral program, participants receive text materials on the practicum process and departmental expectations. Instructional sessions with full-cluster groups during the first few weeks following cluster formation are followed by subcluster meetings at which Nova faculty engage groups of three to five participants in discussion of practicums by speaker phone. These interchanges are intended to clarify basic concepts in the specified problem-solving design and to assist participants in applying the elaborated planning procedures to possible initial projects. As may be necessary to achieve mastery, participants may be involved in more than one discussion of the basic planning process. Then individual telephone conferences are conducted to hammer out acceptable plans for each participant's actual Introductory Practicum project. When this has been achieved, sometimes after several such conferences and the exchange of informal written material, participants prepare written proposals which they submit for formal evaluation as the final step prior to taking the planned action.

Materials of instruction utilized throughout the practicum program component start with the *Practicums Manual*, a set of descriptive and explanatory publications, and related samples of actual practicum proposals and final report elements. Video and audio tapes are used by participants to supplement the written and spoken communications exchanged during the orientation experience. All telephone conferences are routinely tape recorded, with the knowledge of all involved, and cassettes are mailed to participants for study and review. Exercises in the critical analysis of representative practicum documents and the preparation of proposal parts are assigned within the progression of instructional events. Such activities are also used at the Practicum Workshop associated with the annual Summer Institute — Education U.S.A. and at other times as a secondary agenda when practicum faculty may meet with participants at national conventions and cluster meetings for Study Areas. Materials used in most of the Study Areas are directly applicable to practicum work. Text and exercises in the Appraising Leadership in Education area are particularly relevant to practicum planning. The Evaluation and Research Study Areas also contribute importantly to understandings crucial to successful practicum execution.

Participants are expected to complete the Introductory Practicum during the first year of program activity. Following demonstration of a verified educational improvement (plus mastery of the process) in this first significant problem-solving effort, they are then encouraged to join with one or two others in their clusters with similar interests and concerns for the organizing of a Group Practicum extending through the second program year. The third and final practicum is usually a year-long individual project reflecting sophisticated application of the requisite techniques and understandings. While this sequence of work is typical, alternative patterns are quite acceptable. For example, the period after completion of the Introductory Practicum may be devoted to an ambitious two-year, individual undertaking or two one-year projects, depending on problematic conditions facing participants at particular times and places.

Assisting the Practicums Staff



LOIS PAVLIK
Administrative Secretary



JOHNNIE P. PERRY
Transcription
Machine Operator

The Summer Institute—*Education USA* The final element in the instructional program, *Education USA* (the Summer Institute) is a way of providing a national perspective for participants—one of the major goals of the program.

Education USA is held for eight days each summer and provides a national forum for the program. Daily meetings, discussions and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are brought in, not just to lecture formally, but also to be available for individual discussions with participants. Participants meet with individuals and share ideas that are shaping education and society. Interaction of participants and achievement of a national perspective are fostered through the mechanism of national clusters—a regrouping of local cluster members into an array of working teams. A diversity of regional, cosmopolitan, and local views is thus brought to bear on issues and problems. National clusters foster collegial relationships among participants across the boundaries of their local clusters.



The themes and activities of the meeting change from year to year, but procedures for maximum participant participation have become a tradition. Participants contribute to the identification of relevant topics and selection of presenters. They meet and introduce the presenters, chair discussions, and organize and direct the activities of national clusters or task groups. The kind and level of interests experienced through this involvement enhance the evaluation functions of *Education USA* and provide Nova staff with a compendium of participant views and attitudes.

Each Nova participant must attend *Education USA* for two summers during his or her involvement in the program. Attendance is required but no credit is given for the experience. Participants are responsible for their own travel and living expenses. Summer Institutes are most frequently held in South Florida, but may be held in Washington, D.C., or in the Western United States as well.



EVELYN GILBREATH
Information Retrieval
Specialist

Instructional and Research Materials

Since this is an externally run program, traditional library facilities housed on campus are not sufficient for meeting the needs of participants. Access to local libraries of universities, cities, or school systems supported by public funds is available in most instances. Additionally, the program has taken alternative approaches to meet the need for instructional and research materials. These include the following:

- **AN INFORMATION RETRIEVAL SERVICE (IRS)**, which houses the entire microfiche collection of ERIC (Educational Resources Information Center) documents. This collection now numbers about 200,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, participants can identify needed documents and obtain them from the I.R.S. free of charge. Since it began operation in September of 1976, the I.R.S. has distributed over 20,000 documents on microfiche.

The IRS also has computer access to ERIC and more than 100 other databases, including many social and behavioral science databases such as Psychological Abstracts, Sociological Abstracts, Federal Index, and Books in Print, that contain education-related information. The computer files to which I.R.S. has access contain more than 35 million resources. The I.R.S. does computer searches of these files for program participants, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and non-print materials needed for practicums and other projects.

Another database to which the I.R.S. has access is the School Practices Information File (SPIF). This database contains references to documentation on validated school practices. Programs cited in SPIF are submitted by universities, state departments of education, and other education agencies. Selected practicum reports submitted by participants in the National Ed.D. Program for Educational Leaders are also included in SPIF. This means that they can be identified through a computer search and microfiche copies can be obtained from the I.R.S.

For more information about the IRS, see *The Gatekeepers' Gazette*, Vol. 8, No. 1 (1979), available on request.

- **A LIBRARY** of books and other materials relevant to each study area are supplied to each cluster (see list below).
- **MICROFICHE** copies of the more than 250 Nova practicum reports that have been indexed and microfiched by ERIC are provided to each cluster. The *Thesaurus of ERIC Descriptors* is provided for each cluster. The *Practicums Manual*, previously referred to, is given to each participant.

- A FINANCIAL ALLOTMENT to each cluster that can be used to purchase any kind of supplementary materials deemed necessary by the group.
- A STUDY GUIDE for each of the eight study areas, provided at no additional cost to each participant. Each guide has been written by a Senior National Lecturer. Each guide provides participants with the resources needed in order to gain access to the burgeoning literature within the disciplines and the behavioral sciences. It also provides contextual resources for interpreting the literature. Study guides call attention to the major moral, theoretical, and research questions within the study area and to the implications of new developments in the field. Over a period of time the lecturers have developed several distinct approaches to the study guides, depending on the subject. For example, in the case of the *Education Policy Systems Study Guide*, large amounts of substantive knowledge, theory, concepts, and research are synthesized into an introduction to the discipline. In the case of the *Appraising Leadership in Education Study Guide*, a process by which participants assess their leadership skills is provided. The program includes specific substantive information, exercises, and procedures for self-evaluation. It also includes provisions for the development of self-improvement planning and implementation. The *Finance Study Guide* makes extensive use of the professional literature because of the dynamic nature of the subject matter.

STUDY GUIDES

<i>Study Area</i>	<i>Author</i>	<i>Revised / Reprinted</i>
Appraising Leadership in Education	Allan B. Ellis	1978
Curriculum Development	Louis J. Rubin	1981
Education Policy Systems	Laurence Iannaccone	1981
Evaluation	Michael Scriven	1981
Finance	James W. Guthrie	1981
Management and Supervision	Harvey B. Scribner	1981
Research for Improvement the Schools	Staff	Presently under revision
Resource Management: Utilizing Resources for Improving Education	Mario D. Fantini	1976

Study Materials — by study areas, provided to each cluster

APPRAISING LEADERSHIP IN EDUCATION

- Burns, James MacGregor, *Leadership*, New York: Harper and Row, 1978.
- Lakein, Allan, *How to Get Control of Your Time and Life*, New York: New American Library, 1973.
- McKenzie, Alex, *Time Trap*, New York: McGraw Hill, 1975.
- McConkey, Dale, *No Nonsense Delegation*, New York: American Management Association, 1974.
- Schwartz, David J., *The Magic of Thinking Big*, New York: Cornerstone Library (Prentice Hall), 1965.
- Stanford, Gene, and Barbara Stanford, *Learning Discussion Skills Through Games*, New York: Scholastic Magazine, 1975.
- Viscott, David, *Risking*, New York: Simon and Schuster Publishers.

CURRICULUM DEVELOPMENT

- Eisner, Elliott W., *The Educational Imagination*, New York: McMillan Publishers, 1979.
- Orlosky, Donald and B. Othanel Smith, *Curriculum Development, Issues and Insights*, Chicago: Rand McNally, 1978.
- Rubin, Louis J., *Critical Policy Issues in Education*, Boston: Allyn and Bacon.
- Rubin, Louis J., *Curriculum Handbook*, Boston: Allyn and Bacon, 1977.
- Rubin, Louis J., (ed), *Educational Reform for a Changing Society*, Boston: Allyn and Bacon, 1978.
- Taba, Hilda, *Curriculum Development: Theory and Practice*, Atlanta: Harcourt, Brace and Jovanovich Publishers, 1962.
- Zais, Robert, *Curriculum Principles and Foundations*, New York: Thomas Crowell Publishers, 1976.

EDUCATION POLICY SYSTEMS

- Dahl, Robert, *Who Governs?* New Haven and London: Yale University Press, 1974.
- Edelman, Murray, *The Symbolic Uses of Politics*, Urbana, Illinois: University of Illinois Press 1967.

- Iannaccone, Laurence and Peter J. Cistone, *The Politics of Education*, Eugene Oregon: Eric Clearinghouse on Educational Management, University of Oregon Press, 1974.
- Lutz, and Laurence Iannaccone, *Public Participation in Local School Districts*, Indianapolis: D.C. Heath Publishers, 1978.
- MacIver, R.M. *Web of Government*, New York: McMillan Publishers, 1965.
- Schattschneider, E.E., *The Semi-Sovereign People*, New York: Holt, Rinehardt, and Winston Publishers, 1961.
- Tyack, D.B., *The One Best System*, Cambridge, Massachusetts: Harvard University Press.

EVALUATION

- Anderson, Scarvia B., *Encyclopedia of Educational Evaluation*, San Francisco: Joseey-Bass Publishers, 1976.
- Bramble, Mason, *Understanding and Conducting Research*, New York: McGraw Hill, 1978.
- Downie, N.M., and R.W. Heath, *Basic Statistical Methods*, New York: Harper and Row, 1970.
- House, Ernest, *School Evaluation*, Berkeley: McCutchan Publishers, 1970.
- Popham, James, *Educational Evaluation*, Englewood Cliffs, New Jersey: Prentice Hall Publishers, 1975.
- Scriven, Michael, *Evaluation Thesaurus*, Point Reyes, California: Edge Press Publishers, 1980.
- Stufflebeam, Daniel, et al., *Educational Evaluation and Decision Making*, Itasca, Illinois: F.E. Peacock Publishers, 1972.
- Thorndike, Robert and E.P. Hagen, *Measurement and Evaluation in Psychology*, New York: John Wiley and Sons Publishers, 1969.
- Tuckman, Bruce W., *Conducting Education Research*, New York: Harcourt, Brace and Jovanovich Publishers, 1964.
- Worthen, Blain, and Jerome Sanders, *Educational Evaluation and Theory and Practice*, Worthington, Ohio: Charles Jones Publishers, 1973.

FINANCE

- Benson, Charles S., *The Economics of Education* (third edition), Boston: Houghton-Mifflin Publishers, 1978.
- Guthrie, James W. and Walter I. Garms, *School Finance: Economics and Politics of Public Education*, Englewood Cliffs, New Jersey: Prentice Hall Publishers, 1978.

MANAGEMENT SUPERVISION

- Carnegie Council, *Giving Youth a Better Chance: Options for Education and Work*, San Francisco: Jossey Bass Publishers, 1979.
- Dunn, R., and K. J. Dunn, *Administrators' Guide to New Programs for Faculty Management and Evaluation*, West Nyack, New York: Parker Publishers, 1979.
- Report by Study Commission on Undergraduate Education and the Education of Teachers, *Teacher Education in the United States: The Responsibility Gap*, Lincoln, Nebraska: University of Nebraska Press, 1976.
- Spiva, Ulysses Van, *Leadership Plus Administration in School Management*, Sherman Oaks, California: Banner Books International, 1978.
- Timpone, et al, *Youth Policy in Transition*, (R-2006-HEW), Santa Monica California: Rand Corporation, 1976.

RESEARCH FOR IMPROVING THE SCHOOLS

- Averch, Harvey, et al., *How Effective is Schooling? A Critical Review of the Research*, Englewood Cliffs, New Jersey: Educational Technology Publications, 1974.
- Bramble, William and Emanuel Mason, *Understanding and Conducting Research: Applications in Education and Behavioral Sciences*, New York: McGraw-Hill, 1978.
- Suppes, Patrick (ed), *The Impact of Research on Education: Some Case Studies*, Washington, D.C.: National Academy of Education, 1979.
- Sproule, Lee; Stephan Weiner, and David Wolf, *Organizing An Anarchy: Beliefs, Bureaucracy, and Politics in the National Institute of Education*, Chicago, Illinois: University of Chicago Press, 1978.
- Tuckman, Bruce W., *Conducting Educational Research*, New York: Harcourt, Brace and Jovanovich Publishers, 1964.

RESOURCES FOR IMPROVING THE SCHOOLS

- Averch, Harvey, *How Effective is Schooling? A Critical Review of Research*, Englewood Cliffs, New Jersey: Educational Technology Publications, 1974.
- Group for Environmental Education, Inc., *Yellow Pages of Learning*, Philadelphia. Group for Environmental Education, Inc., 1973.
- Moore, Donald, *The Metro School*, Chicago: Urban Research Corporation, 1971.
- Saxe, Richard, *School Community Interaction*, Berkeley: McCutchan Publishers, 1975.



LINDA STONE
Admissions Supervisor

Admissions

REQUIREMENTS FOR ENROLLMENT.

Participants with intellectual ability and a penchant for action are sought for the National Ed.D. Program for Educational Leaders. While admission standards are no less rigorous than those of traditional doctorate-granting institutions, they have been developed to carry out the special objectives of the Nova program. Accordingly, admission to the program requires a master's degree from an accredited institution, current employment in an administrative position, administrative certification (where appropriate), and three letters of recommendation from persons knowledgeable about the candidate's administrative performance. The letters of recommendation are to be written on forms provided by the Admissions Office. An interview with a central staff member or cluster coordinator is also provided as part of the admissions procedures. For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, evidence of certification, and letters of recommendation. A deposit and application fee is also required.

Applications are received and considered throughout the calendar year. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster is formed and merged into the schedule.

The formation of a cluster is determined by interest expressed within a limited geographical area. A minimum of twenty qualified, accepted and admitted candidates are required to start a cluster.

Application materials and other information may be obtained from the Ed.D. Admissions Office, Center for School Leadership Development, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling 305/475-7378.

CREDITS AND CERTIFICATION.

Since the Nova program is not intended as preservice training for potential administrative personnel, it does not attempt to meet every state's certification requirements for such positions. These requirements are usually quite detailed and vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and flexible nature of the Nova educational leadership program. In addition, attempting to meet constantly changing and diverse state regulations would be an extremely difficult task if the goals of consistency and high quality are to be met.

Credits are granted for successful completion of blocks of work including both study areas and practicums. Blocks vary in the length of time they take to complete, the number of study areas covered, and the complexity of practicum involvement. The sequence in which the eight study areas are covered varies from cluster to cluster. The initial block of 9 credits is awarded for successful completion of one study area and an accepted practicum proposal. A second block of 18 credits is earned through completion of two study areas and the final report of one practicum. A block of 27 credits is awarded for successful completion of three study areas and one additional practicum. The final block of 18 credits is earned through successful completion of two study areas and the final practicum. An entire block of work must be completed satisfactorily before the registrar will issue any credit.

Schematically the credit system is as follows:

Block Credit System

FIRST YEAR¹
Study Areas²
Practicum

Credits³

BLOCK I		BLOCK II	
A		B	C
Introductory		Introductory	
Practicum Proposal		Practicum Report	
9		18	

SECOND YEAR
Study Areas
Practicum
Credits

BLOCK III		
D	E	F
Group Practicum Report		
27		

THIRD YEAR
Study Areas
Practicum
Credits

BLOCK IV		
G	H	
Individual Practicum Report		
18		

¹ A "year" is twelve sequential months.

² Study areas are interchangeable for credit purposes. Letters are used only to indicate that a given study area may receive credit only once.

³ Credits are given only for complete modules.

TRANSFER OF CREDITS AND SPECIALIST DEGREE.

Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a no-credit transfer policy. Participants are expected to experience the total program. Because the Nova program differs in so many fundamental ways from traditional programs, there simply is no equivalent course work for which credit could be transferred. The Education Specialist degree is not offered through the National Ed.D. Program for Educational Leaders. No credits are awarded for professional or life credit.

Academic Requirements

GRADUATION REQUIREMENTS AND GRADING SYSTEM.

To graduate a participant must (1) satisfy the expectations of the Senior National Lecturer in each of the eight study areas, and be given a pass grade in each study area; (2) must satisfy the expectations of the practicum advisory staff in each of the three required practicums (or their equivalent) and be given a pass grade for each practicum report; (3) must attend and actively participate in two Summer Institutes; and (4) must meet all financial obligations to the University.

A pass/no pass grading system is used in evaluation of participants' work in both practicums and study areas. Every study area and every practicum must receive a pass grade in order for a participant to graduate.

TIME REQUIREMENTS AND PROGRAM TIME LIMITS.

The program is designed to require three calendar years beyond the masters degree. Many students require some time in a fourth year to complete their work.

All participants must complete the program within a maximum of four calendar years from the cluster start date. In some circumstances participants may successfully appeal for a six-month extension following termination at the conclusion of the fourth year. Four years and six months is the maximum time available to complete the program and earn the Ed.D. degree.

Rationale For Program Time Limits Applicants to this program are required to be in administrative positions in order to be admitted. The attainment of such a position is evidence of leadership ability sufficient to deal with conditions as they presently exist. No substitute measures presently available can estimate the *potential* of persons to obtain such influential roles. The importance of being in an administrative slot is further emphasized by the practicum requirements through which all candidates must carry out *real-life* projects for school and school system improvement.

This admission requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the schools. In fact, the average age of Nova candidates at the time of admission for this degree is 42.

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree,

and the average age on completion would approximate 50; some would be 60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed to be completed by most administrators in three years. A fourth year is provided (with reduced charges) to make possible degree completion for those who have had personal or program problems during the first three years.

The central difference between this program and the traditional programs is its focus. Here, the candidate is required to improve himself on the job. Because of the symbiotic relationship of career and program, participants are able to be highly productive without competing with one another. The tasks they perform are relevant to qualifying for the highest professional degree in education.

A vital aspect of on-the-job performance relates to completing contracted-for efforts within the time available. The four-year deadline motivates candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is that they have learned of the absolute need to manage time effectively, and they have derived satisfaction from having performed tasks well and on schedule in both the job and the program.



Cost It is anticipated that most students will complete this doctoral program in three years. The tuition fee of \$2,600 per year (1981) must be paid for each of the three years by every candidate. It is anticipated that tuition will be increased for clusters beginning after January, 1982. Although they are expected to complete the program in three years, candidates are allowed up to four years. Services in this program are rendered on a twelve-month basis; charges and refunds are computed accordingly. Tuition beyond the third year is \$300 per three-month term, not to exceed a total of \$1200.00.

TUITION PAYMENT PLAN (FOR CLUSTERS BEGUN DURING 1981).*

Participants may pay their tuition in one single payment of \$2600.00 before the cluster start date, (plus an initial application fee of \$25.00 the first year only), thereby avoiding \$50.00 in service charges, or payments can be made in three installments over the year as follows:

FIRST YEAR:

Due before first meeting.	\$ 25.00	(application fee to be paid with application)
	\$200.00	(tuition deposit to be paid with application)**
	\$700.00	(tuition to be paid before first meeting)
Total	<u>\$925.00</u>	
Due before the fifth month of the cluster.	\$850.00	(tuition)
	\$ 25.00	(service charge)
Total	<u>\$875.00</u>	
Due before the ninth month of the cluster.	\$850.00	(tuition)
	\$ 25.00	(service charge)
Total	<u>\$875.00</u>	

*It is anticipated that tuition will be \$2,900.00 per year for clusters beginning in January, 1982.

**Tuition deposit is refundable if participant withdraws by letter prior to the cluster start date. See refund policy.

SECOND AND THIRD YEARS:

Due before the first month of \$900.00 (tuition)

the cluster year.	\$850.00	(tuition)
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Due before the fifth month of the cluster year.

\$ 25.00 (service charge)

Total	\$875.00
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Due before the ninth month of \$850.00 (tuition)

the cluster year.

\$ 25.00 (service charge)

Total	\$875.00
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FINANCIAL AID AND STUDENT LOANS. Nova University participates in several programs designed to assist participants in securing funds to pay for their education. Information regarding student loans, tuition payment plans, and general assistance are available from the Financial Aid Office (305-475-7408).

COSTS OTHER THAN TUITION. Attendance at two Summer Institutes is required for graduation. While there is no fee for the Summer Institute, participants must pay their own transportation and living expenses associated with attendance at the Summer Institute.

In addition, participants should expect to purchase sufficient books and learning resources to assure that when they complete the program they possess a good professional library.

LATE FEES AND REINSTATEMENT FEES. All payments must be consummated according to the schedule presented above. No exceptions will be made for delayed loan applications. A late payment penalty of \$50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the candidate may be dropped from the program. If reinstatement is then desired, an additional fee of \$100 must be paid.

REFUNDS. If a participant has not notified the Registrar—in writing—of his or her withdrawal before the first official meeting, he will be liable for the first tuition payment (\$925). On the other hand, a participant notifying the Registrar in writing of his or her intent to withdraw before the first meeting of the cluster will receive a full refund, less the application fee.

Persons paying the total annual tuition prior to the start of the first official meeting and withdrawing from the program will be entitled to a refund based on the partial payment schedule: withdrawal before the due date of the second payment — \$1,750 refund; withdrawal before the due date of the third payment — \$875 refund.

If an application is rejected, the applicant will be refunded all monies except the \$25 application fee.

IF A CLUSTER FAILS TO FORM IN THE PARTICIPANT'S GEOGRAPHIC AREA, ALL MONIES, INCLUDING THE APPLICATION FEE, WILL BE RETURNED TO THE APPLICANT.

A participant with a grievance with respect to payment of tuition and fees may appeal to a board comprising the Comptroller, the Registrar and a representative of the President of the University.

FOURTH YEAR FEES. Tuition beyond the third year of the program is \$300 per three-month term (1981). There is no charge for participants granted a six-month extension beyond the fourth year.

TRANSCRIPT FEES. The first transcript after graduation is provided free of charge. Subsequent transcripts cost \$2.00, payable in advance. Requests for transcripts must be made in writing to the Admissions Office. One transcript is provided free of charge; each additional transcript requested is \$2.

Program Re-Entry Because participants in this program are mature men and women they occasionally encounter personal or professional situations which make it impossible to complete the program within the time permitted. The catalogue of traumatic events related to spouses, children, one's self or one's school setting need not be related here. However, when these circumstances do occur a humane response is called for, one that does not weaken the quality control or performance expectation of the program.

Participants terminated from the program have opportunity to petition to re-enter one calendar year following the date of their termination (or withdrawal). In such instances, a review of the petitioner's entire file within the program is undertaken by the executive Committee and a decision reached about conditions (time allowed and tasks to be completed) under which re-entry might be granted. Re-entry provisions are designed to accommodate participants unable to handle the program demands at a point in time. Re-entry is not granted to participants simply unable to perform the requirements of the program. The decision of the Executive Committee regarding re-entry petitioners is final and may not be appealed.

Complete information about procedures for filing a re-entry petition and guidelines granting of petitions is available from the program office made in writing and should be addressed to the Office of the Registrar.

Alumni Association Nova University has an active alumni association that is coordinated by the Office of Alumni Affairs. The association is organized on three levels—local, state, and national—which work in concert to provide special programs and other services that promote the professional and intellectual growth of graduates and that maintain communication between graduates and the University. The Office of Alumni Affairs also offers job placement and credentials file services. Additional information may be obtained from the Office of Alumni Affairs, Nova University.

Termination Failure to complete requirements in a satisfactory and timely fashion results in termination from the program. While status reports are prepared for participants for purposes of information and evaluation each academic year, there are two periods in which participants' work is reviewed and a formal decision made about their continuing in the program. First, after eighteen months in the program each participants' work is reviewed. If the quality and quantity of work produced make it reasonable to expect that continued performance of the same level will result in graduation, the participant will be continued. If the quality and quantity of work produced leads to the conclusion that the participant is unlikely to be able to complete the program, he or she will be terminated. Participants terminated at the end of eighteen months may appeal for reinstatement (please see discussion of appeals below).

The second point at which participant performance is formally reviewed and a judgement made about continuation or termination is at the end of four calendar years in the program. At this point, participants expected to be able to complete the program in six additional months are granted a one-time, six month extension. Participants so deficient in meeting program requirements that they may not reasonably be expected to succeed even if given additional six months, are terminated. They may appeal, as discussed below.

Because each of the eight study areas must be passed, a participant attempting and failing in an Alternative Evaluation Procedure (see above) is automatically terminated.

Finally, the program reserves the right to terminate any participant, at any time, if it becomes obvious that they are not able to satisfy the intellectual requirements or if their academic behavior is reprehensible (e.g. cheating, plagiarism).

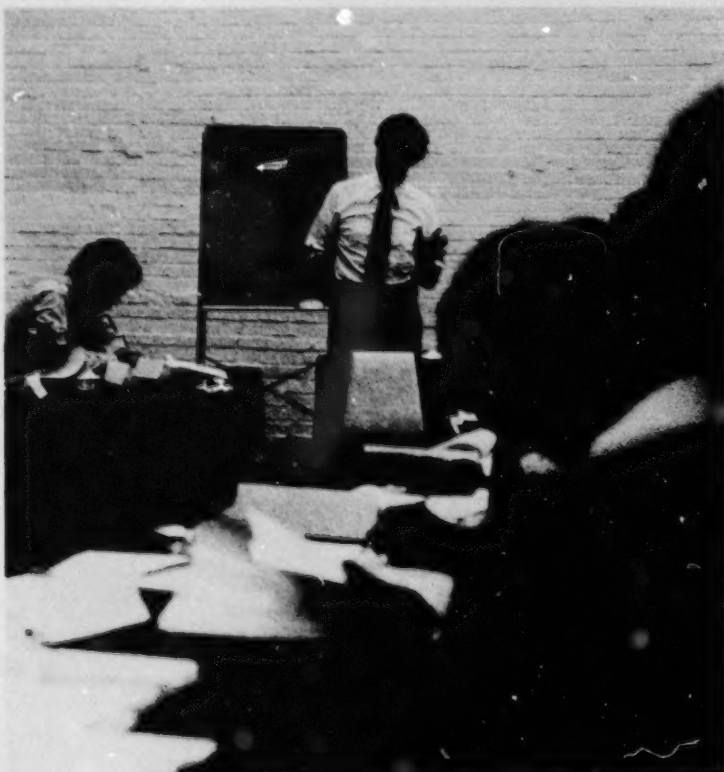
Appeals Process Participants are entitled to appeal any evaluations received in the program; participants are entitled to appeal for reinstatement following termination. (They may not appeal for a time extension beyond the four year and six month maximum, however).

The general form of the appeal process was originally suggested by program participants. It utilizes a panel of graduates, called the Appeals Panel. The Appeals Panel meets at regularly scheduled intervals and, when necessary, interim meetings are scheduled.

All pertinent materials, including correspondence of the applicant setting forth his or her case, are made available to the Appeals Panel, which may seek further information from the participant or staff. Each member of the panel submits an independent report to the Director after examining all the evidence; the Director's decision is based on these independent reports.

Complete information about the Appeals Panel—names of members, schedule of meetings, terms of appointment and appeal forms—are available from the program office.

The University regards the appeal process as the final administrative procedure for resolving grievances within the academic program. It is a mandatory step in the grievance procedure.



Biographical Information

ALLEN CALVIN, National Lecturer in Resources, is Professor of Organizational Leadership at the University of San Francisco. Prior positions include the Deanship of the School of Education at that same Institution; and he has served on the faculties of a number of Institutions. He has published over 100 publications and authored and/or edited five books. Mr. Calvin is a fellow in the American Association for the Advancement of Science and a fellow in the American Psychological Association. He is a consultant to numerous organizations and associations.

GEORGE W. CONNELLY, Associate in Practicum and National Education Professor, joined the staff in July 1977. Prior to that he served two years as Interim Chairperson of the Department of Administration and Supervision in the College of Education at Florida Atlantic University. Earlier professional experiences include having served as teacher, elementary and secondary school principal, district superintendent, and area associate superintendent of the Chicago Public Schools — having served in the latter position for five years. Concurrent with his service as administrator he frequently conducted courses in administration and supervision in the graduate schools of DePaul University and the University of Chicago. He did his undergraduate and master's work at Northwestern University where he was elected to Phi Beta Kappa. His Ph.D. degree in school organization, administration and supervision was awarded by the University of Chicago. His publications include "Administering the High School of the Future," a chapter in *The High School in a New Era* (University of Chicago Press, 1958); "A District Superintendent Looks at the Principal" (*National Elementary School Principal*, February 1967); "Community Education: Key to Administrative Decentralization?" (*Community School Journal*, July 1973); and "Let's Hear It for the Principal" (*Chicago Principals Reporter*, Spring, 1976).

BARBARA GROSS DAVIS, National Lecturer in Evaluation, is currently a research psychologist with Teaching Innovation and Evaluation Services at the University of California at Berkeley. In this role she evaluates on campus projects, curricula, academic programs and formative evaluation designed to improve teaching. Ms. Gross Davis has been an evaluation consultant to school districts, universities, educational organizations, and federal agencies. She has taught courses in evaluation at the University of San Francisco, Holy Name College (Oakland, Ca.) and the University of California — Berkeley Extension. Ms. Gross Davis is the co-author of *Technical Evaluation Reports*, articles and monographs on evaluation, and she is currently the editor of *Evaluation News*. She earned her Ph.D. from the University of California in 1976.

ELLIOT WAYNE EISNER, National Lecturer in Curriculum, is Professor of Education and Art at the School of Education of Stanford University. He received a B.A. degree from Roosevelt University, an M.S. degree from the Illinois Institute of Technology, Institute of Design, and the degrees of M.S. in Education and Ph.D. in Education from the University of Chicago. He was a teacher of art at Carl Shurz High School, Chicago, from 1956 to 1958, and at the Laboratory School of the University of Chicago from 1958 to 1960. He subsequently served on the faculties of Ohio State University and the University of Chicago. He has contributed papers to many conferences and symposia. Recent papers include "The Perceptive Eye: Toward a Reformation of Educational Evaluation," an invited address before the American Educational Research Association. His most recent publications are *Conflicting Conceptions of Curriculum*, with Elizabeth Vallance (McCutcheon Printing Company, Berkeley, 1973) and *The Design and Evaluation of Educational Programs* (McMillan Company, New York, 1978).



ALLEN CALVIN
Associate National Lecturer



GEORGE W. CONNELLY
Associate in Practicum



ELLIOT W. EISNER
Associate National Lecturer



JOHN M. GEMELLO
Associate National Lecturer

CONTACT: Stanford University, School of Education, Stanford, CA 94305. (415) 497-2100.

ALLAN B. ELLIS, Senior National Lecturer in Appraising Leadership in Education, is President of Allan Ellis Associates. Mr. Ellis has been President of Educational Research Corporation, a professor of education at Harvard Graduate School of Education, Director of Research of the New England School Development Council, Director of the New England Education Data Systems, and a teacher at the Port Washington High School. Mr. Ellis has served as a consultant to educational institutions at all levels, and has published extensively about the use of computers in education and about the development and measurement of educational leadership. His most recent books include, *The Use and Misuse of Computers in Education* (McGraw-Hill) and *Educational Leadership Appraisal* (Nova University). Mr. Ellis earned his B.A. and M.S. degrees from Queens College, and his Ed.D. degree from Harvard University.

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MARIO D. FANTINI, Senior National Lecturer in Resource Management: Utilizing Resources for Improving Education, is Professor and Dean of Education at the School of Education, University of Massachusetts/Amherst. Mr. Fantini has been Professor and Dean at the State University of New York at New Paltz. He has been a teacher and Director of Special Projects in the Syracuse (New York) Public Schools. While a Program Officer with the Ford Foundation, he designed the controversial school decentralization plan for New York City. He was responsible for promoting some of the most inventive efforts at school improvement. He served as chief consultant to a number of cities and states including the Ft. Lincoln New Town and Anacostia Community School Projects in Washington, D.C., and to the Superintendent of

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Appointed as the first Coordinator of School Volunteer Services in Miami, Dr. Ross began the program in the Dade County schools and supervised the expansion of the program, first into all parts of the school district and later into many school districts outside the State of Florida. This innovative program has been the model school volunteer program for the U.S. Office of Education since 1975. Ms. Ross received an A.B. degree from the University of South Carolina, an M.Ed. degree from Florida Atlantic University, and a Ph.D. degree from the University of Miami.

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*deceased

Nova University

Academic Centers and Major Programs of Study

The Center for the Study of Administration The Center for the Study of Administration offers a variety of programs at the doctoral and master's degree levels that stress innovative learning processes and delivery systems for working professionals who wish to increase their administrative or managerial effectiveness.

The major programs offered at the master's degree level are: the Master of Business Administration (MBA) which thoroughly develops the quantitative skills used in management; the Master of Public Administration (MPA) designed for persons aspiring to management positions in public and community service agencies; the Master of Science in Criminal Justice (MSCJ) for persons in law enforcement and corrections agencies; the Master of Science in Human Resource Management (MSHRM), which is built on a foundation of behavioral science, is for managers who are responsible for such functions as organizational staffing, affirmative action and equal opportunity requirements, management education, and development or career planning. There are also various majors that may be taken in conjunction with the MBA, MPA, and MSHRM degrees, such as accounting, computer systems management, criminal justice, health management, and procurement and contract administration. In conjunction with the Center for the Study of Law, the Center awards the MBA along with the JD for those students who complete the core requirements. The JD and MBA joint degrees are of special value to attorneys who anticipate a career in a large organization or corporation.

The Center's two doctoral level programs address both public and private sector management. The Doctorate in Public Administration (DPA) is national in scope, is offered in several states, and is built around a senior faculty drawn from key government and academic centers throughout the United States. The degree is designed to broaden the professional competence of practicing administrators in the public sector. The DPA curriculum addresses the environment, processes, techniques and methods of public management and provides, through participant clinical or laboratory experience, direct learning in the key functions, systems, and roles involved in the administration of public institutions and enterprise at all levels of government. The degree content is guided by the standards set by the National Association of Schools of Public Affairs and Administration (NASPAA).

The Doctorate in Business Administration (DBA) prepares people for careers in high-level teaching, research, or managerial positions. The DBA curriculum covers the spectrum of foundation knowledge, both quantitative and behavioral, represented by the professional divisions and special interest groups of the Academy of Management.

In addition, through its Government Assistance Service, the Center seeks to promote efficient and economical methods of administering local government and other public bodies. It helps develop programs based on

knowledge and consideration of the needs and resources of the particular community. The Center also provides an Urban Workshop where the application of system dynamics to local and state administrative issues can be undertaken by practitioners and research persons.

Behavioral Sciences Center The Behavioral Sciences Center focuses on the study of man.

The Department of Psychology offers the Ph.D. in clinical psychology. This is a full-time on-campus degree program. The Master of Science degree is offered in counseling, gerontology, applied psychology, psychometry, school guidance. The Educational Specialist degree is offered in school psychology. The Master of Science degree programs in counseling, applied psychology and human services are offered at both on-campus and off-campus locations.



The Florida School of Psychology in Miami has become a component of the Behavioral Sciences Center of Nova University and will be called the School of Professional Psychology.

Established in 1977 in Miami, the Florida School of Psychology offered the Doctor of Psychology (Psy.D.) degree on a full-time basis to students seeking a career in psychology in a practitioner-oriented format rather than in a research-oriented manner. This degree, the Doctor of Psychology (Psy.D.), will now be offered by Nova University.

The Behavioral Sciences Center also operates, or is affiliated with, various institutes and clinics which provide facilities for research and service in the behavioral sciences. These include: The Nova University Clinic, Inc., The Children's Assessment and Treatment Program, The Biofeedback Clinic and Laboratory, The Institute of Social Services to Families (Foster Parent Project), The Family Center, and the Nova Research Institute.

Family Center The Family Center is a community resource located on the Nova Ft. Lauderdale/Davie Campus. The Center provides a network of programs and services designed to strengthen the family and enhance the quality of family life. It serves as a training facility for students in clinical and applied developmental psychology. The Family Center provides:

FAMILY PROGRAMS — a selection of courses and programs for families with young children.

CLINICAL PSYCHOLOGY — psychological services on a sliding fee basis to community residents. Services include psychological and psycho-neurological assessment, individual therapy, and family and group therapy.

EDUCATION — educational and learning disability assessment, private and small group tutoring, learning disability remediation and college board preparatory classes.

PROFESSIONAL DEVELOPMENT — courses, workshops, and consultative services to child-care practitioners and professionals working with families.

PRODUCT AND RESOURCES — resources devoted to children and their families. The Family Resource Library is open to the public.

Nova University at Coral Springs Nova University established an educational center at Coral Springs specifically to meet the needs of men and women living in north Broward County and Palm Beach County. The uniqueness of this branch of Nova University is its community based mission. Classrooms and administrative offices are presently located at 3501 University Drive. Nova has recently purchased a permanent site for its university center in Coral Springs. It is located in the heart of the community services complex across from Mullins Park on N.W. 29th Street. Plans for the first building are in the process of development.

Undergraduate courses leading to the Bachelor of Science degree in a variety of majors are offered at Coral Springs. In addition to regular courses, the Alternative Classroom program offers undergraduate courses through television, newspaper and community research.

The Master of Science degree in counseling, school guidance, and gerontology is also available. Other graduate programs are in the planning stages. Continuing education courses and workshops are offered for personal enrichment and career development. Cooperating with community agencies, Nova University at Coral Springs is developing a full cultural program.

The Nova University Clinic, Inc. — a non-profit, publicly supported mental health clinic serving Northwest Broward — is located in the Coral Springs Center.

Center for the Advancement of Education The Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the working practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for the training and for the professional support of practitioners in education.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The programs offered by the Center are:

MASTER'S PROGRAM FOR CHILD CARE ADMINISTRATORS

This program was developed for the administrator in for-profit and not-for-profit centers. The primary mode of instruction is independent study. Additional participant responsibilities include a special project and a summer institute.

GRADUATE EDUCATION MODULE PLAN (GEM)

The participants include teachers, administrators, and health educators seeking Master's and Ed.S. degrees, certification, and "redirection" credit in 19 majors. The learning experiences are organized into six and nine-credit modules.

MASTER OF ARTS IN TEACHING

This program is designed to prepare, for a career in teaching, the person whose undergraduate degree was not in education. The program's major components include the completion of modules in the GEM program and a full year internship at The University School of Nova University.

Ed.D. IN EARLY CHILDHOOD

The early childhood program is designed for those persons who are in leadership positions in the field of early childhood education, but participation is not limited to those in school-related positions; it is open to

social workers, counselors, parent educators, etc. The program's three components consist of five study areas, two practicums and two summer institutes.

Ph.D. IN APPLIED DEVELOPMENTAL PSYCHOLOGY

This program is an on-campus, full-time degree experience. Applied research is emphasized for candidates who desire active involvement in the design and evaluation of systems and programs for young children.

Center for Higher Education The Center offers programs leading to the Doctor of Education (Ed.D.) in higher education; vocational, technical, and occupational (VTO) education; and leadership in adult education. All are practitioner-oriented, field-based programs that combine formal instruction, independent study, and institutional research into a three-year program of study.

The field-based delivery system requires that program participants be employed and remain employed in positions related to one of the three areas of specialization. A major characteristic of the program is the opportunity for the immediate application of newly acquired knowledge, skills, and techniques to "real world" problems and issues and for conducting research on problems actually encountered by participants.



To graduate, participants must attend and pass seven seminars, successfully perform five practicums (institutional research projects), a Major Applied Research Project, and attend two Summer Institutes. The Center for Higher Education currently offers one or more of its programs in 20 states.

Intensive English Program for International Students

The Program provides educational opportunities to meet the academic and social needs of students from different language backgrounds. A prospective student does not have to be a member of a degree program at Nova University or plan to join a university program to be eligible. Students from abroad are admitted with student-visa status.

The goal of the program is to prepare students for successful university or career experiences in the United States by helping them develop proficiency in the English language in the areas of conversation (listening and speaking), reading, and writing. This full-time program offers students five hours of classroom instruction per day. A Reading Lab and a Language Lab are part of the daily program and are also open after classes for students who want an added hour of individualized practice.

A unique feature of the Program is that it focuses on the individual needs of each student. Upon entrance, students are evaluated in each skill area of the language and are then placed in the appropriate level for each skill.

Institute for Labor and Industrial Relations

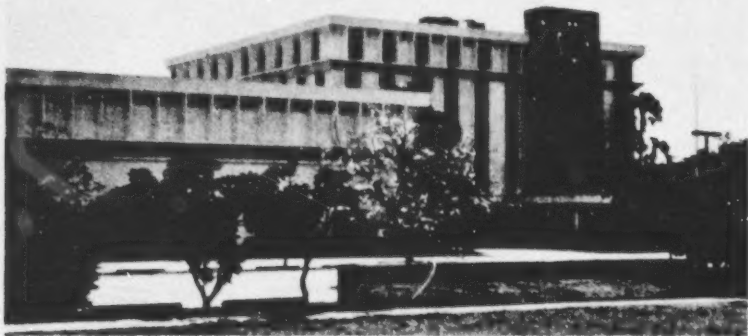
The Institute seeks to provide working professionals in the field of labor and industrial relations with the most current knowledge, insights, and skills to enable them to serve with greater professionalism and competence. It also aims to provide the opportunity for those seeking a mid-career change to attain the necessary background for entry into the field of labor and industrial relations and for recent college graduates to train for careers in the field. The Institute provides consulting services to corporations and agencies and conducts research projects, surveys and related activities for the community. It plans to offer the Master of Science in Labor and Industrial Relations, a career-oriented program presented in a format and at times and locations that meet the needs of working professionals. The Institute presently operates at the New York Institute of Technology, Old Westbury Campus.

The Center for the Study of Law

The Center offers a full-time, traditional on-campus program of study leading to the J.D. (Doctor of Jurisprudence) degree. It received provisional accreditation from the American Bar Association in August, 1975. Students at provisionally approved law schools are entitled to the same recognition accorded to students and graduates of fully approved law schools.

The Center accepts 225-250 students in its entering class, attracts students locally and nationwide, and maintains a faculty of 23 full-time professors. It is located in the Leo Goodwin, Sr. Law Building in downtown Fort Lauderdale, just minutes from the Federal, State, and local courthouses.

The Center is the *only* school of law in Broward County, Florida, and it is one of two law schools in South Florida. It maintains the most extensive law library in Broward County.



The Law Center has responded to the need for continuing legal education. It provides educational experiences for lawyers consistent with the Florida Bar Association's mandating continuing attendance at legal enrichment courses by members of the practicing bar. Because the State of Florida is in the unique position of being at the hub of trade with South America, the Center provides programs to prepare attorneys to deal with the scope of international trade. Programs held at Oxford, England and Cali, Colombia have explored the comparative law of the United States and of Latin America. The Center has sponsored a major conference on Labor Law, as well as seminars on International Finance, Tax, and Marketing and the Revenue Act of 1978.

Biology Laboratories In conjunction with the Ocean Sciences Center, the biology laboratories now offer Ph.D. programs in a variety of sub-disciplines of the biological sciences. Students with master's degrees interested in research opportunities are encouraged to make inquiries.

The curriculum leading to the Doctorate in Biological Sciences is designed to utilize the unique facilities of the Biological Laboratories at the Oceanographic Center and the Goodwin Institute for Cancer Research in nearby Plantation, Florida. The program is oriented toward qualified students with an interest in cell biology with emphasis on oncology, immunology, virology, and biochemistry. Opportunities for field studies in marine biology and experimental cancer research in animals are noteworthy. Programs are formulated to meet the needs of the individual student. Candidates are expected to demonstrate evidence of scholarly work in the form of a dissertation based on laboratory research.

Microcomputer Laboratory The Microcomputer Laboratory provides courses and programs based exclusively on applied microcomputer technology. The laboratory is equipped with the latest versions of the most popular microcomputers. Its extensive software library provides opportunity for the study of the range of applications of software in word processing, simulation, computer-assisted instruction and other areas.

In addition to individual courses, two complete degree programs are offered—the M.S. and the Ed.S. in Computer Education—through the Center for the Advancement of Education. Through these offerings, teachers can gain the competencies needed to provide leadership in the rapidly increasing use of microcomputers in schools.

The Microcomputer Laboratory and its programs were designed and are administered by the Office of New Programs, which develops new program content as well as new delivery systems.

Nova College—Undergraduate Programs NOVA COLLEGE draws upon the extensive human and technological resources of the Nova University/New York Institute of Technology (NYIT) Federation in providing quality undergraduate programs. The College offers programs leading to the Bachelor's degree in accounting, business administration, community services and administration, computer science, computer systems, education, electrical engineering, mathematics, psychology, social science and professional management.

A Day Division is available to qualified, intellectually motivated high school graduates and high school students seeking an education with an emphasis on the liberal arts. All students participate in a comprehensive series of interdisciplinary courses which include experiential components and career orientation through the major. The academic year in the Day Division is 11 months divided into five terms of nine weeks each, permitting students to be enrolled in up to nine credits of time-intensive interrelated course work per term and allowing the completion of the B.A. or B.S. degree in three calendar years. Students who opt to enroll for any four of the five terms can still be considered full time. Some merit scholarships are available to Broward County residents.

The Career Development Program and the Center for Science and Engineering (see page) have been organized for adults. Courses are offered on campus in the evenings and on weekends. They are also offered at institutional, industrial, and other off-campus locations convenient to the student. Although course content is designed to meet traditional educational requirements, courses are scheduled to meet the needs of employed students and are taught utilizing a blend of university professors and knowledgeable practicing professionals in the community. 126

Most of the approximately 1,200 students currently enrolled in the Career Development Programs and the Center for Science and Engineering College are employed and have passed the traditional age of undergraduates; many have families. They bring with them not only a mature, stable, and determined interest in enhancing themselves through acquiring new knowledge and skills, but also considerable practical experience and a desire to play an active role in their own further education.

Full-time students of Nova College who are Florida residents may qualify for the *Florida Tuition Voucher Plan*. Under the Plan, for the academic year 1980-81, qualified students were eligible to receive as much as \$756 payable toward the year's tuition with no obligation to repay it.

The Oceanographic Center The Oceanographic Center is concerned with studies and investigation in theoretical and experimental oceanography. Studies include modeling of large-scale ocean circulation, coastal dynamics, ocean-atmosphere interaction, geophysical fluid dynamics, ocean currents, coral reef ecology and geology, physiology of marine phytoplankton, calcification of invertebrates, cell ultrastructure, fouling effects, lobster migration and larval recruitment and marine fisheries. Primary regions of interest include Florida's coastal waters, the continental shelf and slope waters of the southeastern U.S., the waters of the Caribbean and Gulf of Mexico, and the equatorial Pacific Ocean.

The Oceanographic Center offers the Ph.D. degree in Oceanography.



The Institute of Coastal Studies The Institute of Coastal Studies is an academic and research unit of Nova University located at the Oceanographic Center. Multi-disciplinary studies focus on contemporary problems and conflicts arising from increased use of coastal areas. Emphasis is on the use, management, and policy affecting the living and nonliving resources in open coastal regions, estuaries, large inland bodies of water bounded by shorelines, wetlands, and other environments associated with these resources. The program places emphasis on the development and evaluation of alternative solutions to policy and management issues at the international, national, regional, and local levels. The Institute offers the M.S. degree in Coastal Zone Management.

The Institute for Retired Professionals The Institute for Retired Professionals serves the specific needs of the growing retirement community in South Florida. The program focuses attention on how the educated person can occupy newly found full-time leisure creatively. Because of their varied interests and life experience, IRP members act as teachers and students at the same time: they share with and learn from one another. In the IRP, retirees from all walks of life explore new interests and directions in their retirement years.

The yearly membership fee entitles an individual to enroll in an unlimited number of peer-taught and professionally taught IRP courses offered during weekdays and to benefit from other social and educational opportunities within the university.

School Center Programs included in the School Center are: THE UNIVERSITY SCHOOL, an independent, culturally-integrated, non-profit school offering instruction to an enrollment of 1,100 students; THE READING LABORATORY, a resource center and library of reading programs which provides diagnostic and prescriptive services for school age children; THE LEARNING TUTORIAL PROGRAM.

The University School of Nova University is located on 17 acres of university land. The main building is a single story structure of 42,000 square feet with a library and media resources center, classrooms, offices and a large combination auditorium, gymnasium, cafeteria. The University School complex includes four tennis courts, three swimming pools and several playing fields.

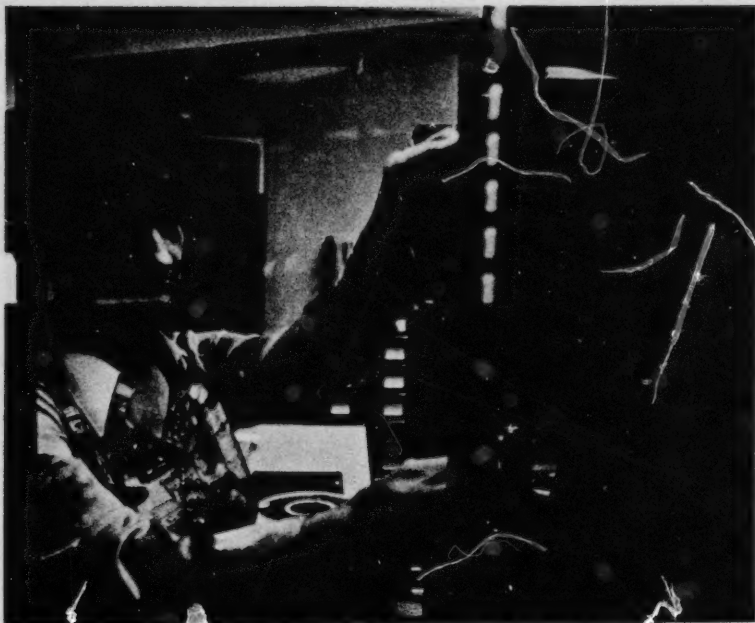
The School Center of Nova University provides the University and South Florida communities with innovative and alternative educational environments and programs for students from pre-school through high school.

The Center serves as a demonstration facility as well as a training center for prospective and in-service teachers in the fields of early childhood, elementary and secondary education, reading, learning disabilities, and administration and supervision. Its programs and facilities are available to graduate students in the Behavioral Sciences Center and to education majors in the Center for Undergraduate Studies and the Center for the Advancement of Education for the purposes of research and degree-credit internships.

Center for School Leadership Development The Center for School Leadership Development offers the Doctor of Education degree as a field-based program through its National Ed.D. Program for Educational Leaders. The Program is currently being offered to candidates in 17 states. Open only to practicing elementary- and secondary-level school administrators, this program provides three years of targeted study, in which candidates must pass eight study areas, satisfactorily complete three performance-oriented practicums, and attend two summer institutes. Using such a structure, the Program seeks to develop the leadership skills of those able to apply their training immediately to the solution of real problems in the schools. By focusing on real life situations and school problems, the Program moves toward its goal of improving elementary and secondary schools.

Center for Science and Engineering The Center for Science and Engineering focuses its efforts in the area of science, mathematics, computer science and electrical engineering. Faced with a rapidly expanding body of technical knowledge, the Center serves three groups of individuals: the computer science or engineering major who is seeking to prepare for a career in technology, the non-major who needs some foundation in science and technology in order to function as an educated person in today's world, and the professional who needs continuing education to maintain his or her professional knowledge. Classes are offered at night and on Saturday in order to provide an opportunity for the working adult to pursue a professional degree. Electronic, microprocessor and microcomputer laboratories are available for instruction in addition to the University mainframe, a DEC 20. In addition, the Center draws on the resources of Nova's sister institution, the New York Institute of Technology. To provide this educational base to the community, the Center offers:

- The Master of Science, major in computer science, which is designed to give the student practical experience and in-depth knowledge of computer systems.
- The Bachelor of Science in Electrical Engineering, a well-defined professional degree program in which students focus on computer science in addition to the traditional electrical engineering courses.



- The Bachelor of Science, major in computer science, a program which has strong components in both hardware design and software development.

- The Bachelor of Science, major in computer systems, which combines both computer systems and business components.

- The Bachelor of Science, major in computer system/technical communication, which combines courses in computer systems with those in technical communication.

- The Bachelor of Science, major in mathematics/computer programming which provides the student with formal education in mathematics and computer software development.

Additional undergraduate coursework and specializations are provided for the non-major.

The Center also offers a series of workshops which are designed to bring the latest technical information to professionals in the South Florida area. A Masters in Electrical Engineering is currently in the planning stage.

New York Institute of Technology, which offers programs in engineering and technology at three locations in the New York area, works closely with the center to make their programs and resources available in South Florida.

The provisions set forth in this bulletin are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all his/her accounts, academic and non-academic, are paid.

Nova University maintains a system of records which includes application forms, letters of recommendation, admission test scores and transcripts of students previous academic records and Nova University transcripts. These records may be made available upon written request through the Office of Registrar. The law limits access and disclosure to a third party. Such access is given only upon consent of the student or if required by law.

A person does not have the right of access to educational records until he or she has been admitted and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents federal income tax forms.

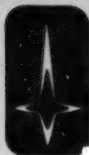
Parent or eligible students will be provided a hearing by Nova University if they wish to challenge the content of the record. If still not satisfied, the parents or eligible student may add explanatory or rebuttal matter to the record. If the student or parents are denied access to a hearing or if records are alleged to have been illegally disclosed to a third party, the student or parents may file a complaint with the Family Educational Rights and Privacy Act (FERPA) Office, Room 4512, Switzer Building, Washington, D.C. 20202.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination.

Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans educational benefits.

This school is authorized under Federal Law to enroll non-immigrant alien students.

The Nova University general policies on Student Relations are on file in the Office of the Registrar.



**NOVA
UNIVERSITY**

3301 COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/475-7575

ABRAHAM S. FISCHLER
President

February, 1982

Dear Graduate:

One of the aspects of the National Ed.D. Program for Educational Leaders in which we take much pride as a University has been its dedication to evaluation. We were very pleased with the comment of a recent national accrediting review team to the effect that:

The program is committed to educational evaluation. This is demonstrated by its prominence as a topic in the study modules; the confidence of the students in the effectiveness of their feedback in influencing program modifications; and, the historical record of repeated efforts by the institution to assess various aspects of the program.

This letter introduces our second major effort to evaluate the program through the responses of graduates. We anticipate that the effort will provide a sound basis for constructive review of major elements of the program, as well as meeting the continuing demands of review agencies that systematic evaluation studies be undertaken.

You are well aware, we know, of the importance of prompt, thorough responses to evaluation instruments of this kind. Our goal, which we can attain with your cooperation, is a 100 percent response of graduates before the cut-off date of March 1, 1982. You will find a prepared, postage-paid envelope with the graduate evaluation instrument to facilitate your prompt response.

We do appreciate your cooperation. As in the past, we will prepare a full report of the findings generated by your responses to the questionnaire.

Sincerely yours,

Dr. A. S. Fischler
President

Dr. G. E. Sroufe
Director

/lh

GRADUATE QUESTIONNAIRE NOVA UNIVERSITY NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS

For this information to be of use to us, it must be in the mail by 1 March 1982. An immediate response will best meet the information needs of the Program. A postage-paid return envelope is enclosed. Thank you very much for your cooperation.

1. Review the label that appears to the immediate right and make appropriate corrections. If this is not your work address, please insert that information in the box provided on the far right.

2. Please indicate your gender and origin by checking two of the appropriate places:

☐ FEMALE
☐ MALE

☐ ASIAN OR PACIFIC ISLANDER
☐ HISPANIC
☐ NATIVE AMERICAN OR ALASKAN NATIVE

☐ BLACK, NON-HISPANIC
☐ WHITE, NON-HISPANIC

3. If your current position is *not* the same job held when you entered the Ed.D. Program, indicate which of the following best describes the contribution of the Program to your obtaining your current position.

☐ A. PROGRAM HAD A STRONG POSITIVE EFFECT ☐ C. PROGRAM HAD NO EFFECT
☐ B. PROGRAM HAD A SLIGHTLY POSITIVE EFFECT ☐ D. PROGRAM HAD A SLIGHTLY NEGATIVE EFFECT
☐ E. PROGRAM HAD A STRONG NEGATIVE EFFECT

4. Please check the response that most accurately reflects how long it took you to complete the Program:

☐ Less than thirty months ☐ Less than forty-two months
☐ Less than thirty-six months ☐ Less than forty-eight months
☐ Less than fifty-four months

5. Assume that you have been asked to serve as a consultant to a college, school, or school system, and list the three areas of competence in which you feel prepared to serve:

1. _____ 2. _____ 3. _____

6. Place a check before the professional association meetings that you generally attend:

NATIONAL	REGIONAL	STATE	LOCAL
☐ AASA	☐ AASA	☐ AASA	☐ Phi Delta Kappa
☐ AERA	☐ AERA	☐ AERA	☐ NABSE
☐ ASCD	☐ ASCD	☐ ASCD	☐ (Other)
☐ EDUCATION U.S.A.	☐ NABSE	☐ NMSA	☐ (Other)
☐ NABSE	☐ NAESP	☐ NABSE	☐ (Other)
☐ NAESP	☐ NASSP	☐ NAESP	☐ (Other)
☐ NASSP	☐ NMSA	☐ NASSP	☐ (Other)
☐ NMSA	☐ (Other)	☐ (Other)	☐ (Other)

7. Place before each item the number that most accurately reflects the extent to which you ascribe changes in your behavior to your Nova experience. Provide any comments that you may have about the twelve categories of items in the provided boxes:

1
TO NO EXTENT

2

3
TO SOME EXTENT

4

5
TO A GREAT EXTENT

A. The extent to which your understanding of the school as a ___ 1. social system ___ 2. political system ___ 3. cultural system ___ 4. economic system ___ 5. educational system has broadened.		G. The extent to which you ___ 20. are more aware of national resources available for the identification and resolution of educational problems ___ 21. have acquired the attitudes and skills necessary to take advantage of those resources	
B. The extent to which your ___ 6. conceptual framework ___ 7. practical experience necessary for the development of improved administrative skills have been extended.		H. The extent to which your awareness of ___ 22. the history at the formal educational enterprise ___ 23. the history of management ___ 24. the place of the individual within that history has been enriched.	
C. The extent to which your ___ 8. fund of substantive knowledge ___ 9. knowledge of theoretical formulations (derived from the behavioral sciences) about major leadership responsibilities of administrators (e.g., supervision, policy, finance) have been broadened.		I. The extent to which your research ___ 25. skills ___ 26. attitudes are improved.	
D. The extent to which your		J. The extent to which your self-expectation for providing ___ 27. responsible educational leadership ___ 28. proactive responses	

perspective about education has become more ___ 10. cosmopolitan ___ 11. future oriented		to problem-solving opportunities has been increased.	
E. The extent to which you have become more familiar with a rich variety of sophisticated models of inquiry into ___ 12. education ___ 13. organization ___ 14. management		K. The extent to which your ___ 29. knowledge ___ 30. skills necessary for continuous appraisal of your leadership behavior have been improved.	
F. The extent to which your relationships with professional educators ___ 15. who were in your cluster ___ 16. who are in your local school system ___ 17. state-wide ___ 18. in your region ___ 19. nationally are more positive, productive, and collegial.		L. The extent to which your ___ 31. knowledge ___ 32. skills necessary for the assessment of subordinates have been broadened and sharpened.	
		M. The extent to which your abilities to ___ 33. conceive of ___ 34. implement evaluations of schools and school programs have improved.	

8. To what extent are changes in schools that resulted from carrying out your practicums still in effect?
 _____ TO NO EXTENT _____ TO SOME EXTENT _____ TO A GREAT EXTENT
9. To what extent do you regard the practicums approach to problem solving to be useful to you in the day to day administration of the schools?
 _____ TO NO EXTENT _____ TO SOME EXTENT _____ TO A GREAT EXTENT
10. If we publish a Directory of Graduates, do we have your permission to include your name, cluster, current position, areas of special competency, and place of employment?
 _____ YES _____ NO

11. Please respond to the following statements by circling "yes" or "no" in each of the three columns. If you circle "yes" in column 2 or 3, and if that function is *positively related* to associations made, experiences undertaken, or training acquired during the Nova Program, circle "PR" (positively related) and give one specific example.

	COLUMN 1 Prior to starting the Nova Ed.D. Program	COLUMN 2 While enrolled in the Nova Ed.D. Program	COLUMN 3 Since having graduated from the Nova Ed.D. Program
a) I helped initiate changes in policy or practice to improve my local school or school system.	YES NO	YES NO PR EX. _____ _____ _____	YES NO PR EX. _____ _____ _____
b) I held (or hold) a leadership position in a national, regional, or state professional organization (not local).	YES NO	YES NO PR EX. _____ _____ _____	YES NO PR EX. _____ _____ _____
c) I presented a paper or chaired a session at a national, regional, or state educational conference or annual meeting (not local).	YES NO	YES NO PR EX. _____ _____ _____	YES NO PR EX. _____ _____ _____
d) I served (or currently serve) as a consultant to educators, legislators, and /or organizations outside of my school system.	YES NO	YES NO PR EX. _____ _____ _____	YES NO PR EX. _____ _____ _____

12. Most of the school administrators in your Cluster successfully met all Program requirements while others did not. Please explain why, in your opinion, the school administrators in your Cluster who did not graduate were unable to satisfy all Program requirements.

13. Would you recommend this Program to other administrators? YES NO (circle one) Why?

14. Please provide the following information:

	WHEN YOU ENTERED THE PROGRAM	WHEN YOU GRADUATED	NOW
A. MONTH AND YEAR			Prior to 1 March 1982
B. JOB TITLE			
C. LEVEL (e.g., elementary school)			
D. WORK PLACE (city and state)			
E. HOME ADDRESS (city and state)			
F. ANNUAL SALARY (in thousands)			
G. SIZE OF BUDGET DIRECTLY UNDER YOUR JURISDICTION (in thousands)			
H. NUMBER OF PERSONS (staff) DIRECTLY UNDER YOUR JURISDICTION			
I. NUMBER OF STUDENTS DIRECTLY UNDER YOUR JURISDICTION			
J. AGE			
K. TYPE SYSTEM (e.g., urban or suburban)			
L. SECTOR (e.g., public or private)			

15. What changes should be made in the Nova Ed.D. Program that would make persons such as yourself more effective in their jobs?